



# CATALOG

## July to December 2012

# RYOKAN COLLEGE

*Established in 1978*

*A Leader In Innovative Education*



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RYOKAN COLLEGE WEBSITE



CAMPUS CRUISER/RYOKAN COLLEGE  
ONLINE LEARNING MANAGEMENT SYSTEM  
(WHERE CLASSES ARE CONDUCTED, LIBRARY  
ACCESSED & SYLLABI/SCHEDULES ARE  
DOWNLOADED)



**A CALIFORNIA  
STATE APPROVED SCHOOL**



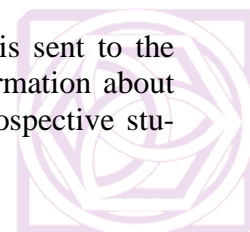
**R**yokan College is a private, non-profit, coeducational institution of higher learning offering the degrees of Bachelor of Arts, Master of Arts, and Doctor of Psychology. The Ryokan College graduate programs in the Department of Psychology (Psychology, Counseling Psychology and Clinical Psychology) have been APPROVED by the Bureau for Private Postsecondary Education of the State of California. The APPROVAL was granted pursuant to Section 94900 of the California Education Code. Although this institution was approved to operate by the former Bureau for Private Postsecondary and Vocational Education, our pending application for re-approval to operate has not yet been reviewed by the Bureau for Private Postsecondary Education. Ryokan College's approval to operate in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010. Ryokan College under section 94802 (a) of CPPEA, will by operation of law, be approved until 3/7/2017. The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at: P.O. Box 980818, Sacramento, CA 95798-0818, 888.370.7589, 916.431.6959.

Graduates of the Counseling Psychology program are academically qualified for California State licensure as Marriage and Family Therapists, and graduates of the Clinical Psychology program are academically qualified for California State licensure as Psychologists.

Ryokan College admits students of any race, color, national and ethnic origin to all the rights, privileges and activities accorded to or made available to students at the College. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, or any other College administered program.

Ryokan College has never filed for bankruptcy petition, operated as a debtor in possession or had a petition of bankruptcy filed against it under Federal law that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq. CEC 94909 (a)(12).

A catalog is available at **[www.ryokan.edu](http://www.ryokan.edu)** or is sent to the prospective student upon initial request of information about the school and is automatically sent to each prospective student with enrollment agreements.



### NOTE TO ALL PROSPECTIVE STUDENTS

(A) “Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

**Bureau for Private Postsecondary Education**

Physical Address: 2535 Capitol Oaks Drive, Ste., 400, Sacramento, CA 95833

Mailing Address: P. O. Box 980818, W. Sacramento, CA 95798-0818

Phone: (916) 431-6959

Toll Free: (888) 370-7589

Main Fax: (916) 263-1897

Licensing Fax: (916) 263-1894

Enforcement/STRF/Closed Schools Fax: (916) 263-1896

Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov)

E-mail: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

(B) “As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.”

(C) “A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888 370-7589 or by completing a complaint form, which can be obtained on the bureau’s Internet Web site [www.bppve.ca.gov](http://www.bppve.ca.gov) ” – 94909(a)(3)

Ryokan College offers an education to a special niche of students who want:

1. An affordable tuition.
2. A class schedule for the working adult.
3. An education taught by practicing clinicians.
4. A program that has definite beginning and end dates.
5. A supportive environment instead of a competitive one.
6. A private practice or a clinical career in California (though we do have alumni working in other parts of the country and the world under special circumstances).

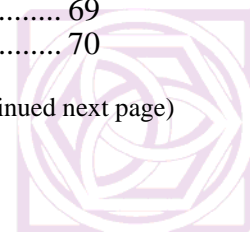
Prospective students should be aware that as graduates of an unaccredited school of psychology you may face restrictions that could include difficulty in obtaining licensing in a state outside of California and difficulty in obtaining a teaching job or appointment at an accredited college or university. It may also be difficult to work as a psychologist for some federal government or other public agencies, or to be appointed to the medical staff of a hospital. Some major managed care organizations, insurance companies, or preferred provider organizations may not reimburse individuals whose degrees are from unaccredited schools. Graduates of unaccredited schools may also face limitations in their abilities to be listed in the “National Register of Health Service Providers” or to hold memberships in other organizations of psychologists.

**If you wish to talk to alumni and current students about careers or studies, please contact us at [admin@ryokan.edu](mailto:admin@ryokan.edu) or 866 796-5261.**

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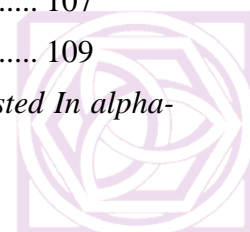
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*Chairman's Message*  
*Educational Philosophy*  
*Mission & Goals*  
*The Community of Peers*  
*Online Education*

# OVERVIEW







## CHAIRMAN'S MESSAGE

On behalf of the Board of Directors, I welcome you to Ryokan College, whether as a student, a parent or family member, or as a visitor.

I have the distinction of being awarded the very first doctoral degree from Ryokan College and, subsequently becoming the first Ryokan College graduate to become licensed as a psychologist in California.

Since that time, I maintain a private practice, am an Assistant Clinical Professor at Department of Psychiatry and Biobehavioral Sciences, David Geffen School of Medicine, UCLA, and have been involved in clinical research in areas of medical psychology, behavioral psychopharmacology, addictive disorders, psychosis, and anxiety and mood disorders as well as being a Member of the Board of Directors of the Foundation of Los Angeles County Psychological Association, since 2010.



With over 2000 graduates, many of whom are leaders in the fields of psychology, healthcare administration, holistic health, nutrition, and management, Ryokan College is well established as a leading institution of higher learning. I've always felt that our success, especially in the area of healthcare licensing (Marriage Family Therapy and Clinical Psychology) has been particularly due to the uncharacteristic excellence of our teaching staff, drawn from the best clinical practitioners from a community that itself is blessed to already have the best and, even more importantly, the unquestioned commitment and readiness of our students. For over three decades Ryokan has been consistently one of the top choices for adult learners who come prepared to learn and who are eager to take their place in their respective professional communities.

Here, in my official message as Chair of the Ryokan College Board of Directors, I bring words of praise for what has already been achieved and encouragement for what we are about to undertake, as Ryokan College continues to grow and evolve as an educational institution.

In this next year Ryokan College promises to take on new and bold challenges. We are in the midst of a self-study. We are developing new classes and programs to meet emerging needs of our students, new and old, bringing the best of our educational skills and technologies to an ever needy and growing audience.

We face the future with open arms and welcoming smiles.

Allan J. Comeau, Ph.D.  
Chairman, Board of Directors



## THE NAME “RYOKAN”

**T**he two questions most frequently asked of the Ryokan College staff are: How is the name pronounced? and What does it mean? (and not necessarily in that order). Our answer is fairly consistent. The name, pronounced -- Rhee - o - khan --, originated with an 18th century Zen poet and Buddhist monk who lived in Japan. He is internationally known for his poetry, calligraphy and the spirit in which he lived his life. In fact, there are several memorials to Ryokan, the poet-monk, including an art museum near Izumozaki, Japan. According to two different translators of his works, the word Ryokan can mean either good/large heartedness or gentle tolerance. In either case, those quite comparable interpretations describe both the personality and character of Bruce N. Ryokan Ross, after whom the College was named. Bruce was given the name Ryokan when he adopted the ways of Zen just a few years before his untimely death from leukemia, at age 23, in 1978.

While it does seem that there is more inquisitiveness about the name than the educational objectives of the College, it soon becomes apparent that the goodness of the monk and the tolerance of Bruce permeate the educational philosophy of the school. Questions about the College's educational programs usually come only after the curious prospective student, or the student's parents, or the student's spouse are comfortable in the knowledge that this degree-granting institution is not an esoteric academy. In fact, the College is quite unoriginal in its innovative, humanistic mode of education. Like the ancients who sought knowledge by becoming novitiates to a learned person in a small community of scholars, we too believe in person-centered education.

## MISSION

Ryokan College focuses upon person centered education. To do so, the college brings students together in small group classes where their education is provided by skilled and capable professionals, from various backgrounds and disciplines. In addition to being qualified as educators, faculty members are expected to be working in their field of endeavor. As working professionals in their field of endeavor Ryokan faculty can provide students with a genuine, accurate and up-to-date experience of what is actually required in provision of psychological services. Students collaborate with peers in the community of the college in order to cultivate independent thinking, creativity and to develop a commitment to values reflective of ethical professionals. The Humanistic perspective is based on a structured and modular course curriculum.

The mission of Ryokan college is to provide an on-line program distance education program, with a limited on-grounds program for those individuals who are interested in a classroom education. Both aspects of the program provide education in a supportive small group setting to prepare adult learners for professional careers in human behavior, counseling psychology, and clinical psychology.

The community of student peers includes men and women of all backgrounds, from a host of life/work experiences and a variety of cultural and ethnic lifestyles, whose common goal is to integrate past learning experiences with new knowledge, in preparation for a fulfilling future.



(MISSION continued)

They bring an impressive range of interests and expertise to the College community. In addition to their primary academic pursuits, they are involved in the business world, the arts, family affairs and professions. These are people who have come to the College out of a desire to shape (reshape) their own lives and to realize the effects of their choice.

Many students are college graduates seeking advanced degrees to facilitate career growth. Just as many are college "drop-outs" rediscovering the need or motivation to obtain a degree. The community's population includes midcareer and midlife changers whose focus of interest and/or goals has taken a new dimension requiring continuing education. All have something to contribute to each other.

While individual reasons for coming to Ryokan College are many, their common denominator is the desire to participate in an active rather than a passive education. They dare to enter a place where people are actively engaged.

## GOALS

### **DEPARTMENT OF HUMAN BEHAVIOR—BACHELOR OF ARTS**

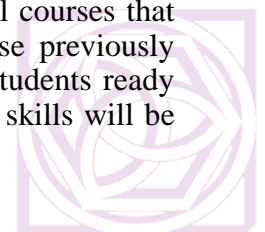
In the Department of Human Behavior, students attend quarterly classes in behavioral, physical, social sciences and humanities, thereby satisfying the general education requirements for the baccalaureate degree.

The goal of the Bachelor of Arts program is to give the student an appreciation for and a background in human consciousness and psychological studies. Upon completing the Bachelor of Arts program, students qualify for enrollment into the graduate studies.

### **DEPARTMENT OF PSYCHOLOGY—MASTER OF ARTS AND DOCTOR OF PSYCHOLOGY PROGRAMS**

The primary goal of the graduate program at Ryokan college is devoted to the development of professionals who are capable of providing psychological services to individuals, children, couples and groups. In the Department of Psychology the curriculum is designed to provide students with the didactic, clinical and practical skills necessary to be deemed a competent professional and to apply for licensure to practice. The program at Ryokan College is person centered where students have a major role in their educational process and there is a focus on their clinical interests .

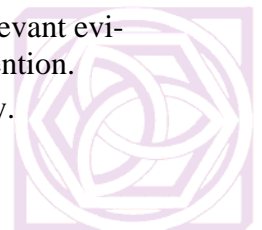
Specifically, the instructional program has been designed to utilize the modular method which concentrates on one area of psychology at a time to facilitate students acquiring the in-depth knowledge and skills necessary to become an effective clinician. To translate these broader philosophical goals into effective practitioner skills requires the use of sequential courses that initially focus on foundational skills, with subsequent courses building on these previously learned skills and knowledge. Real-time programs have been designed to help students ready themselves for internship experiences where direct enhancement of their clinical skills will be possible.



## OBJECTIVES OF THE GRADUATE PROGRAMS

The graduate programs are designed with the objectives to:

1. Develop a professional identity and ethical code of conduct in the student.
2. Facilitate the development of well-trained professionals who demonstrate in their ethical behavior and competency in the delivery of services and sensitivity to a culturally diverse population. Further, this professional identity also entails development of the skills necessary to effectively work in interdisciplinary treatment settings.
3. Acquire and demonstrate a solid knowledge base of psychological theory and clinical application.
4. Provide an understanding of the nature of human behavior, methods of scholarly inquiry and the roles and responsibilities of the professional psychotherapist.
5. Build a comprehensive theoretical foundation for clinical experience while integrating didactic and experiential modalities of learning.
6. Develop and demonstrate a knowledge and understanding of ethical behavior as it applies to the delivery of mental health services to a broad and diverse population.
7. Develop an increased level of personal awareness, sensitivity and enhanced capacity to not only understand oneself but also fully appreciate their impact on others via respect for the dignity, diversity and welfare of others.
8. Provide students with focused training in the direct and indirect assessment, intervention and treatment of individuals, couples, children, groups and populations with special needs—competence in practice.
9. Gain a conceptual understanding and knowledge of application of theory and research applicable to the assessment and provision of psychological services.
10. Become competent in the utilization of direct and indirect interventions, use of community resources and interdisciplinary treatment approaches.
11. Develop competency in working as a member of an interdisciplinary team in the treatment of psychological disorders.
12. Develop the capacity to effectively utilize professional supervision to aid them in further enhancement of their clinical skills set.
13. Integrate research, practice, professional conduct and identity.
14. Demonstrate integrated knowledge of the developmental and psychological foundations of individuals and be able to translate these effectively into a cohesive treatment/intervention.
15. Become familiar with and gain the ability to access, evaluate and utilize relevant evidence-based practice in the specific areas of assessment and clinical intervention.
16. Integrate prevailing ethical codes into their developing professional identity.



## ONLINE EDUCATION SYNCHRONOUS & ASYNCHRONOUS LEARNING

Since 2000, all Ryokan students need Internet access for a successful and well-rounded educational experience. Internet access is an inherent part of the online program for students enrolled from all parts of the world so they can benefit from Ryokan's outreach programs, such as library, chat rooms, study centers, Alumni Blogs and informational bulletin boards—all accessible only through the Internet.

This structure of the online program provides a deep, full learning experience for students who often describe their education at Ryokan College as a highlight in their lives not only because of the superior education but also due to the friendships and depth of interactions developed with classmates and mentors. It is not unusual for alumni to meet regularly after graduation to maintain friendships made during the program or to reach out to former instructors for mentoring.

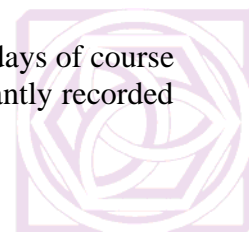
The primary contributing factors to these bonds are small, intimate classes and moving students through the programs in a group (cohort). Ryokan College has instituted this complete experience of small class size moving through the program in a cohort so as to replicate the nearest thing to an on campus class. Online education requires active participation and interaction. With the audio/visual component of the online classes, instructors use instant surveys, video and Power Point presentations and didactic lectures to cover course content.

The archive component allows recording of participants in real time including any video, text chat or Power Point Presentations. Whatever is archived can be viewed at a later date. This allows classmates and instructors to later review assignments for discussion during Live Chats or to post comments on the Discussion Board.

Synchronous classes mean a student meets classmates and instructors online at a specific day and time of the week in a virtual classroom. Ryokan's online education is NOT a correspondence program where the student receives downloads of information in a sterile model of academic learning. At Ryokan College, the online programs require active participation. Faculty members are selected both for their expertise as practicing clinicians who enjoy teaching AND for their proficiency in working within the computer environment of the Internet. The online program replicates the on campus experience through cohort learning, interactive education (where students regularly discourse with classmates and instructors) and collaborative learning (where student/instructor interactions replace lectures).

Learning via the Internet at Ryokan College is collaborative (Socratic method of learning) and interactive experience (student participation) in synchronous platforms (assigned group meetings in virtual classroom with audio/video software) and asynchronous (weekly Message Boards participation to which the student posts contributions within at least 6 days after the assignment have been given).

All students and instructors must submit course evaluations and grades within 30 days of course completion. Evaluations are submitted electronically via the internet and are instantly recorded and delivered by email.





## FACILITIES AND EQUIPMENT

Ryokan College's campus is located in the City of Los Angeles, CA, occupying approximately 2,400 square feet of a modern business building situated in a professional office setting. The facilities consist of 8 private offices, main computer terminal to a web of computers, lounge area, reception area and file rooms (with rated fire proof cabinets) protected by an alarm system.

All instruction at Ryokan College is provided online supported by a Learning Management System in a computer network, 24/7 software assistance, and Monday to Thursday (10 am to 6 pm) individual computer instruction,

Instructors and all student must have internet access to the online Learning Management System for courses, schedules, syllabi and evaluations. Please refer to Faculty and Student Computer Guides for complete access instructions. These are automatically sent upon enrollment. If the prospective student has previous experience working with a computer prior to taking online courses at Ryokan, it is beneficial but not critical.

## COMPUTER REQUIREMENTS

**Browsers.** We have found certain “browsers” such as AOL do not interface easily with the educational platform's programming and broadcasted email because of spam barriers, pop-up blockers, etc. You may need to change carriers.

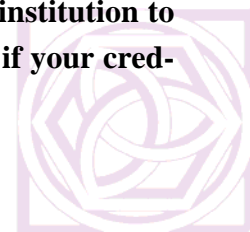
**Software.** Anti-virus and pop-blockers need to be disabled during class. It's an easy operation by clicking on the anti-virus icon located at the right hand bottom of your screen or clicking on your browser's option, “always allow pop-ups from this site.”

**Hardware.** Ryokan's Online learning management system can support many types of personal computers. Whether you have a desk or laptop, Apple or PC, your system will work. The software systems we use (Campus Cruiser and Wimba) are nationally available and compatible to all computers. Headset with microphone—Logitech headset with a USB port—is preferred though other headsets do function properly.

**Camera.** An optional requirement, but, if you use one, please use cameras WITHOUT built in microphones that cause echoes to you and others in the online classroom.

### NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION.

The transferability of credits you earn at Ryokan College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in any and all of the programs at Ryokan College is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Ryokan College to determine if your credits or degree, diploma or certificate will transfer. 94909(a)(15)



## WHICH PROGRAM IS RIGHT FOR YOU?

The most frequently asked question of a prospective students is, “What do you see yourself doing in 3-5 years?” The answer helps a student select the right program.

### **BACHELOR OF ARTS IN HUMAN BEHAVIOR**

Many students have some college units but never graduated. This program is for those who want to earn a Bachelor of Arts degree or need an undergraduate degree for admittance into a Psychology Graduate Program. The focus lies in Human Behavior, which is an appropriate degree for those who wish to study human consciousness or seek entrance to graduate programs in psychology.

### **MASTER OF ARTS IN COUNSELING PSYCHOLOGY**

This two year program satisfies the educational requirements for a Marriage Family Therapy license in California. There are 3 criteria for licensure:

- an educational degree that meets the California Board of Behavioral Sciences requirements,
- 3,000 hours of internship under supervision,
- two state exams (Written MFT Exam and Written Clinical Vignette exam).

### **MASTER OF ARTS IN PSYCHOLOGY**

This one year program satisfies the Board of Psychology requirement for entrance into the Doctor of Psychology in Clinical Psychology (Psy.D.) program that leads to licensure in California. Most graduates opt to continue studies in the Doctor of Arts in Clinical Psychology (Psy.D.) program at Ryokan College.

### **MASTER OF ARTS IN BUSINESS PSYCHOLOGY**

Every business person in a managerial or executive position can benefit from this program. “If it wasn’t for people, business would be easy,” and this program opens the students to insightful perspectives to handling people issues that crop up in every manager or executive’s career.

### **MASTER OF ARTS IN SPIRITUAL PSYCHOLOGY**

Because human consciousness takes many diverse paths and some forms of psychology and Asian Psychotherapy contain a spiritual component, this program gives an overview of what it means to be a human for the serious seeker . Psychology has always offered many perspectives on the human endeavor—both traditional and non traditional approaches. This program, either in the one year certificate (Bachelor of Arts not required) or two year Master (Bachelor of Arts required) program offers a wide spectrum of courses to students, exposing them to insightful, inspirational perspectives, while differentiating between Western European Psychological approaches, ancient philosophies, and cutting edge thought. This program offers opportunities for self-improvement, as well as preparation for careers as life coaches and inspirational speakers. It does not meet the qualifications for licensing as a traditional therapist, and the differences are discussed in the program.



## **MASTER OF ARTS IN PROFESSIONAL COUNSELING**

The Licensed Professional Counselor is new to California. Academic course work is offered in each of the following areas: normal human growth and development; abnormal human behavior; appraisal or assessment techniques; counseling theories; counseling methods or techniques (individual and group); research; lifestyle and career development; social, cultural and family issues; and professional orientation. The major difference between the Master of Arts in Counseling Psychology and the Professional Counseling degree lies in the additional courses in career placement and rehabilitation counseling. Most graduates work in a school or rehabilitation environment. There are 3 criteria for licensure:

- an educational degree that meets the California Board of Behavioral Sciences requirements,
- 3,000 hours of internship under supervision,
- two state exams (Law & Ethics, National Clinical Mental Health Counselor Examination)

## **DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (PSY.D.)**

This program meets the California Board of Psychology educational requirements for licensing in California. In contrast to the Marriage Family Therapy or Professional Clinical Counseling license, the psychology license offer a broader scope of study and practice, including the more severely affected or dual diagnosis clients. There are 3 criteria for licensure:

- an educational degree that meets the California Board of Psychology requirements,
- 3,000 hours of internship under supervision,
- two state exams (CSPE and EPPP).

## **DOCTOR OF PSYCHOLOGY IN MARRIAGE FAMILY THERAPY (PSY.D./M.F.T.)**

This program offers the licensed Marriage Family Therapist, Social Worker, Educational Psychologist or Professional Counselor the opportunity to expand their knowledge, increase the value of their services and earn the prestige of a doctoral degree. With an emphasis on Marriage Family Therapy, this program explores a higher level of skills and knowledge than found on a Master's level. Course work qualifies for CEUs with the Board of Behavioral Sciences.

## **Career Options**

A recent alumni survey revealed the following career paths of Ryokan College graduates:

Private Industry	Life Coaching
Teacher	Writing
School Administrator	Hypnotherapist
Community Mental Health	Therapeutic Practice in the Prison System
Private Practice	Government or Business Consulting
Clinic/Rehab	Counselor Drug and Alcohol Licensed
Marriage and Family Therapist	Clinic/Rehab Hospital, Clinic/Rehab
School Counselor	
Independent Consultant Contract Work for the Federal Government	





## SCHOOL AND STUDENT PROFILES

### Ryokan College Student Profile

#### Program Completion Rates from 1991 to 2011

Program & Graduation Rate      Student

**85%                      Over All Graduation Rate--all programs since 1991**

95%                      Program: BA - Bachelor of Arts - Human Behavior

95%                      Program: CP - Counseling Psychology

84%                      Program: MA99 - Psychology - Master of Arts

87%                      Program: PS00 - Clinical Psychology - Doctor of Psychology

64%                      Program: PsyDMFT - Marriage Family Therapy- Doctor of Psychology

#### Active Student Profile

#### Gender

female                      63%

male                        37%

#### Age

25-29                      5%

30-34                      9%

35-39                      17%

40-44                      16%

**Average age      44      years old.**

45-49                      15%

50-59                      22%

60-64                      8%

65 and over              5%

#### Race

American Indian                      1%

Asian                        6%

Black or African American              10%

Hispanics of any Race                  9%

Race and Ethnicity Unknown              3%

White                        72%

#### Program

Bachelor of Arts in Human Behavior              1%

Master of Arts in Psychology                  6%

Master of Arts in Counseling Psychology              2%

Doctor of Psychology in Clinical Psychology              70%

Doctor of Psychology in Marriage Family Therapy              15%



Ranking out of 302 schools			from the California Board of Psychology	
	TOTAL # Licensed	SCHOOL		
1	526	ALLIANT INTERNATIONAL UNIVERSITY ALHAMBRA		
2	205	ARGOSY UNIVERSITY		
3	194	ALLIANT UNIVERSITY, SAN DIEGO		
4	169	ALLIANT UNIVERSITY, SAN FRANCISCO		
5	154	PACIFIC GRADUATE SCHOOL OF PSYCHOLOGY, PALO ALTO		
6	123	ALLIANT UNIVERSITY, FRESNO		
7	116	WRIGHT INSTITUTE, BERKELEY		
8	89	FULLER THEOLOGICAL SEMINARY, PASADENA		
9	85	CALIFORNIA GRADUATE INSTITUTE, WEST LOS ANGELES		
10	77	CALIFORNIA INSTITUTE OF INTEGRAL STUDIES, S.F.		
11	66	RYOKAN COLLEGE, LOS ANGELES		
12	61	JOHN F. KENNEDY UNIVERSITY, ORINDA		
13	59	PACIFICA GRADUATE INSTITUTE, SANTA CLARA		
14	58	LOMA LINDA UNIVERSITY, ORINDA		
15	51	BIOLA UNIVERSITY, LA MIRADA		
16	47	PEPPERDINE UNIVERSITY, MALIBU		
17	45	PEPPERDINE UNIVERSITY, CULVER CITY		
18	43	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, LOS ANGELES		
19	42	INSTITUTE OF TRANSPERSONAL PSYCHOLOGY, MENLO PARK		
20	41	WASHINGTON STATE UNIVERSITYWESTERN AMERICAN UNIVERSITY (WAS UNIV. OF PROF. STUDIES)		
21	40	UC, SANTA BARBARA		
22	40	WISCONSIN SCHOOL OF PROFESSIONAL PSYCHOLOGY		
23	37	ALLIANT UNIVERSITY, LOS ANGELES		
24	37	AZUSA PACIFIC INSTITUTE		
25	33	PHILLIPS GRADUATE INSTITUTE		
26	31	UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES		
27	30	WRIGHT STATE UNIVERSITY, DAYTON, OH		
28	28	UC, SAN DIEGO		
29	25	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, SAN DIEGO		
30	25	NOVA SOUTHEASTERN UNIVERSITY		
31	24	INSTITUTE OF IMAGINAL STUDIES		
32	24	UC, LOS ANGELES		
33	24	UNIVERSITY OF LA VERNE, LA VERNE		
34	23	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, FRESNO		
35	21	FIELDING INSTITUTE, SANTA BARBARA		
36	21	SAYBROOK INSTITUTE, SAN FRANCISCO (AKA: HUMANISTIC PSYCH IN)		
37	20	UC, BERKELEY		
38	19	ARIZONA STATE UNIVERSITY		
39	19	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, BERKELEY		
40	17	CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY		
41	16	UNIVERSITY DENVER		
42	16	UNIVERSITY OF MARYLAND, COLLEGE PARK		
43	15	GEORGE WASHINGTON UNIVERSITY		
44	15	UNITED STATES INTERNATIONAL UNIVERSITY, SAN DIEGO		
45	13	CAPELLA UNIVERSITY, MINNEAPOLIS		
46	13	PROFESSIONAL SCHOOL OF PSYCHOLOGY		
47	13	SOUTHERN CALIFORNIA UNIVERSITY FOR PROFESSIONAL STUDIES		
48	13	UNIVERSITY OF SAN FRANCISCO, SAN FRANCISCO		
49	12	AMERICAN BEHAVIORAL STUDIES INSTITUTE		
50	12	PACIFIC UNIVERSITY FOREST GROVE		
51	11	ALLIANT UNIVERSITY, BERKELEY		
52	11	COLORADO STATE UNIVERSITY		
53	11	SEATTLE PACIFIC UNIVERSITY		
54	11	TRINITY COLLEGE OF GRADUATE STUDIES, ORANGE		
55	11	UNIVERSITY OF FLORIDA, GAINESVILLE		
56	11	WASHINGTON STATE UNIVERSITY		
57	10	BOSTON UNIVERSITY		
58	10	CALIFORNIA SOUTHERN UNIVERSITY ( AKA: SOUTHERN CALIFORNIA UNIVERSITY FOR PROFESSIONAL STUDIES)		

## LICENSING RATES

Start Date/ Cohort Population*	Graduation Date/ Number of Graduates	Graduation Date/ Number of Graduates	Examination Date/ Number Passed Exam	Examination Date/ Number Failed Exam	Examination Date/ Number Not Included	Examination Date/ Passage Rate
Master of Arts in Professional Counseling	not started	not started	n/a	n/a	n/a	n/a
Master of Arts in Spiritual Psychology	not started	not started	not license program	not license program	not license program	not license program
Master of Arts in Business Psychology	not started	not started	not license program	not license program	not license program	not license program
Master of Arts in Psychology	1/1/2010	12/31/2011	20	not license program	not license program	not license program
Master of Arts in Counseling Psychology						
			3	2	MFT Written Clinical Vignette 1-6/2010	60%
			4	2	MFT Written Clinical Vignette 7-12/2010	67%
			1	1	MFT Written Exam 1-6/2010	50%
			4	0	MFT Written Exam 7-12/2010	100%
			1	1	MFT Written Exam 7/11 to 12/11	50%
Doctor of Psychology in Clinical Psychology						
			12	0	CPSE 2010	100%
			12	2	CPSE 2011	86%
			8	22	EPPP 2010	27%
			32	12	EPPP 2011	73%
Doctor of Psychology in Marriage Family Therapy						
	01/01/2010 to 12/31/2011	19	5	not license program	not license program	not license program

\*Cohort Population means the number of students that were enrolled in a program on the first class day after the cancellation period.



Ryokan College

# PERFORMANCE FACT SHEET

## PERFORMANCE FACT SHEET

COMPLETION RATES					
Completion Rates (includes data for the two calendar years prior to reporting) Name of Educational Program (2009-2010 Year Program) for use in year 2011					
	Cohort Start Date	Cohort Population	Students Unavailable for Graduation*	Graduates**	Completion Rate
Bachelor of Arts	2010 & 2011	4	0	4	100%
Master of Arts in Counseling Psychology	2010 & 2011	5	1	2	40%
Master of Arts in Psychology	2010 & 2011	18	1	9	50%
Doctor of Psychology in Clinical Psychology	2010 & 2011	65	1	41	63%
Doctor of Psychology in Marriage Family Therapy	2010 & 2011	37	0	1	3%
*Students unavailable for graduation" means those students who have died, been incarcerated, or called to active military duty.					
**Graduates" is the number of students who have completed 100% of the published program length.					





## PERFORMANCE FACT SHEET

PLACEMENT RATES						
Cohort Start Date	Cohort Population	Graduates*	Graduates Available for Employment**	Graduates Employed in the Field***	Placement Rate	
Bachelor of Arts	2010 & 2011	10	8	2	25%	
Master of Arts in Counseling Psychology	2010 & 2011	12	8	2	25%	
Master of Arts in Psychology	2010 & 2011	28	20	n/a	n/a	
Doctor of Psychology in Clinical Psychology	2010 & 2011	227	56	7	13%	
Doctor of Psychology in Marriage Family Therapy	2010 & 2011	61	15	15	100%	
* "Graduates" is the number of students who have completed 100% of the published program length.						
** "Graduates available for employment" means the number of graduates minus the number of graduates unavailable for employment. "Graduates unavailable for employment" means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.						
*** "Graduates employed in the field" means graduates who are gainfully employed within six months of graduation in a position for which the skills obtained through the education and training provided by the institution are required or provided a significant advantage to the graduate in obtaining the position.						



SALARY & WAGE INFORMATION						
Calendar Year		Graduates Available for Employment*	Graduates Employed in the field**	Annual Salary & Wages Reported by Graduates Employed in the Field.***		
Bachelor of Arts in Human Behavior	2010 & 2011	8	n/a	\$59,000 (6)		
Master of Arts in Counseling Psychology	2010 & 2011	8	2	\$60, 000 (2)		
Master of Arts in Psychology	2010 & 2011	20	n/a			
Doctor of Psychology in Clinical Psychology	2010 & 2011	56	7	\$75,000(2); \$68,000; \$60,000; \$45,000; \$36,000; \$14,400		
Doctor of Psychology in Marriage Family Therapy	2010 & 2011	15	15	\$90,000; \$80,000; \$75,000		
Number of Graduates Reported to be Receiving this Wage				individual salaries from survey already noted above		
*Graduates available for employment” means the number of graduates minus the number of graduates unavailable for employment. Graduates unavailable for employment means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary						
** Graduates employed in the field” means graduates who are gainfully employed within six months of graduation in a position for which the skills obtained through the education and training provided by the institution are required or provided a significant advantage to the graduate in obtaining the position. Salary is as reported by the student. Not all graduates reported salary.						
** Graduates available for employment means the number of graduates minus the number of graduates unavailable for employment. Graduates unavailable for employment means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.						
*** “Graduates employed in the field” means graduates who are gainfully employed within six months of graduation in a position for which the skills obtained through the education and training provided by the institution are required or provided a significant advantage to the graduate in obtaining the position.						



*Department of Human Behavior*  
*Faculty*  
*Undergraduate Program*  
*Goals of the Curriculum*  
*Admission Requirements*  
*Undergraduate Instruction*  
*Transfer Credits*  
*Credits for Life Experience*  
*Graduation Requirements*

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# BACHELOR OF ARTS

## DEPARTMENT OF HUMAN BEHAVIOR

DEPARTMENT CHAIR: STEVE ARTHUR, Ed.D.

STEVE ARTHUR brings a varied and interesting background to the position of Department Chairman. Graduating from College with a double major in Biology and Studio Arts, Dr. Arthur changed directions and pursued a business career. Becoming interested in the field of Human Behavior in Business Organizations, Dr. Arthur actively engaged in Humanistic Studies that led to his becoming a Founding Member of a stress management institute before joining the Ryokan College community as administrator, educator and published author.



### FACULTY

The academic staff in the Human Behavior Department consists of men and women with a variety of talents and accomplishments: scientists, scholars, artists, and creative thinkers, established and proven leaders in their fields. They are professionals who practice daily the skill or art they bring to the classroom, and delight in sharing their knowledge and skills in the flexible environment of humanistic education.

The College seeks individuals who commit to their chosen activities or professions and augment their perspectives by interacting with students. The individualization of students' needs and the flexibility of the College curriculum necessitate variations in the faculty roster.



# BACHELOR OF ARTS

## UNDERGRADUATE (BACHELOR OF ARTS) PROGRAM

### PROGRAM OBJECTIVES

Individual programs of learning may be custom designed for students, relevant to their prior academic experience, related work experience and their interests. There is no institution-wide curriculum. Rather, an "open" curriculum allows students to explore, with the guidance of an advisor, an "interest route" in their journey through education. Some degree programs may require a core curriculum.

Students, in concert with their advisors, select from class offerings in the Behavioral Sciences, Physical Sciences, Social Sciences and Humanities.

### ADMISSION REQUIREMENTS

For admission to Baccalaureate study, it is preferable that prospective students have completed either 90 quarter units (60 semester units) of college courses in general studies, an Associate of Arts degree and/or equivalency through work-related courses. Students lacking the 90 units will be expected to fulfill the general studies requirement while in residence. The College considers the following as general studies:

Art	Ethnic Studies	Political Science
Anthropology	Geography	Psychology
Astronomy	Health	Religion
Behavioral Science	History	Sociology
Biology	Kinesiology	Speech
Business Studies	Language	Urban Studies
Chemistry	Literature	Voice
Dance	Mass Communication	Women's Studies
Drama	Mathematics	World Studies
Earth Science	Music	Writing
Economics	Nutrition	Zoology
Environmental Studies	Philosophy	

The 90 required quarter units (60 semester units) include at least 15 courses from four divisions: Behavioral Science, Humanities, Physical Science, and Social Science. Students must complete at least two courses from each of these four divisions.

**It may be possible to complete limited credit deficiencies as part of the advanced study while enrolled at Ryokan College.** It is not inconceivable that in an **exceptional** situation, an individual may be allowed to use Life Experience or other non-college equivalencies to compensate for some basic educational deficiencies.



# BACHELOR OF ARTS

## UNDERGRADUATE INSTRUCTION

Instruction takes place in a small group environment. While instruction varies with the nature of the subject matter, it usually involves reading, writing, class discussion, and where applicable, papers and/or projects. There are **no examinations and no letter grades**. Course evaluation are Pass/Fail. At the end of each quarter, the faculty member submits an evaluation for each student in his/her class. The student also submits a self-evaluation of performance for each class. In addition, undergraduates are required to meet with an advisor regarding academic progress during their term of enrollment.

The Department of Human Behavior operates on the quarter system, Fall, Winter, Spring and Summer quarters. Classes each meet twice a week and are 2½ hour sessions.

The courses change from quarter to quarter to meet student needs and include classes in the Behavioral Sciences, Humanities, Physical Sciences, and Social Sciences:

### Typical Curriculum:

Domain of Psychology I: Psychology & Personality Theory	Moral Psychology in the Dramatic Film
Domain of Psychology II: Abnormal Psychology	Cultural Diversity
Domain of Psychology III: Counseling	Poetry and Spoken Word
Domain of Psychology IV: Developmental Psychology	Mark Twain: Wit, Speeches and Writings
Domain of Psychology V: Family Psychology	Eastern Thought and Religion
Domain of Psychology VI: Brain and Cognition	Effective Communication
Critical Thinking: Logic and Reason	Lifestyle Management
Human Rights and Children	Adult Levels of Psychosexual Development
Philosophy of Aesthetics	Body/Mind
Finding Gaps in the Knowledge Base	Morality & Society
Developing Personal Narratives Based in Symbols and Myths	
Analysis of Interpersonal and Intrapersonal Concerns through Song Lyrics	
Short Story Development: Creative Expression and Critical Voice	
Senior Paper	

## TRANSFER CREDIT AND EXPERIENTIAL LEARNING (Bachelor of Arts Program only)

Credit for prior academic study is determined upon presentation of official transcripts. Full value is granted for transfer credit. The Registrar, Dean of Students and Academic Chair decide or consult as to quality and appropriate credit. The cost for this consideration is part of the Application Fee. Provisions for appeal to the Registrar, Dean of Students and Academic Chair can be submitted in writing clearly outlining units or hours of study, comparable course descriptions, syllabus if available and reasons for appeal.

The State of California allows a maximum of 45 quarter units to be awarded for Experiential Learning accomplished in a classroom environment. This amounts to one year's worth of regular study. In order for the College to assess informal, experiential learning, students are required to identify skills and knowledge acquired, the circumstances under which the learning took place, qualifications of the instructors/supervisors/mentors and the number of hours spent so that we may determine credit and quality.



# BACHELOR OF ARTS

The College accepts for credit non-college learning, within the domain of Human Behavior/ Psychology, accomplished through work-related experience, participation in organized/ structured training at a recognized institute or program, workshops, lecture series and corporate in-service training programs. Such credit is validated by submission of certificates of completion and/or a student-prepared log and summary of prior learning. A 5-year limit is the usual standard for acceptance of non-college learning.

Evaluation of past accomplishments and competencies, as they relate to the degree goal, is done on an individual basis. Experiential learning is evaluated prior to or shortly after admission, but credit is not earned/awarded until the student has completed the degree program. A maximum of 45 quarter units may be awarded.

## SENIOR PAPER

During the program, undergraduate students are required to submit a Senior Paper or Senior Project, for which they receive 10 units. This paper should consist of a minimum of 15 to 20 pages (12 Pont font, double spaced) and adhere to general academic standards. The document may be either the student's original research or an autobiographical treatise or any subject chosen as long as it reflects scholastic achievement at the college level of education.

Senior Paper Guidelines:

1. Begin with a statement of purpose.
2. Use footnotes and bibliography to cite references (where applicable).
3. Typewrite, using one side of the paper.

For specific writing guidelines, please consult the *Senior Paper, Guided Independent Study, and Writing Handbook*—available at the College upon request.

## TRANSCRIPTS

Students enrolling into the Bachelor of Arts program must provide official transcripts from all colleges attended and the high school from which you graduated or GED certificate.

## ENGLISH SECOND LANGUAGE (ESL)

All ESL applicants must provide proof of a TOEFL score 550 or higher.

## GRADUATION REQUIREMENTS BACHELOR OF ARTS DEGREE

A total of 180 credit units is required to graduate with a minimum of 36 units and one academic year in residence. Undergraduates earn 3 units of credit for each class completed at Ryokan. Credits are also granted for current work-related learning, learning outreach, seminars, and workshops, all of which must first receive administrative approval. In addition, students may earn credit for prior learning if properly documented and submitted. During the last quarter of residence, undergraduate students are required to submit a Senior Paper or Senior Project, for which they receive 10 units.

## REQUIREMENTS FOR BACHELOR OF ARTS DEGREE

1. 180 quarter units of achievement
2. 46 units in residence
3. Minimum of one academic year in residence
4. Completion of a Senior Paper or Senior Project



*Department of Psychology Graduate Studies*

*Chairman and Faculty*

*Masters Program in Psychology*

*Masters Program in Counseling Psychology (MFT License)*

*Master of Arts in Professional Counseling (LPC License)*

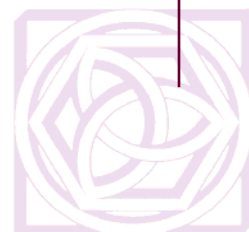
*Master of Arts in Business Psychology*

*Master of Arts in Spiritual Psychology*

*Doctor of Psychology in Clinical Psychology*

*Doctor of Psychology in Marriage Family Therapy*

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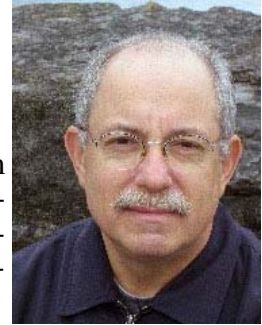




## DEPARTMENT OF PSYCHOLOGY

ACADEMIC CHAIR: A. SCOTT GREER, Ph.D.

A. Scott Greer, Ph.D. was awarded his Bachelor of Philosophy degree from Monteith College at Wayne State University in Detroit. He attended California State University, Los Angeles where he earned his Master of Arts degree in Psychology. Dr. Greer received his Doctorate of Philosophy in Clinical Psychology at the California Graduate Institute.



Trained in the treatment of adolescents, Dr. Greer spent the first 10 years of his professional practice in the development and clinical direction of residential treatment programs for adolescents. He has developed several hospital and community-based programs. He has also provided in-service training for school districts and parents on mental health issues faced by adolescents. Dr. Greer has appeared on CNN and network television as a consultant on the treatment of adolescents.

Since completing his Ph.d. in 1985, Dr. Greer has provided psychological evaluations for various law enforcement agencies, including the DEA and LA County Sheriff's Department. In addition, he has worked for the Transportation Security Administration as a consultant and currently participates on the Mental Health Administrative Committee for Humboldt County.

Until 2004, Dr. Greer maintained a private practice in West Los Angeles. Since then he has a private practice in Eureka California where he has served as President of the North Coast Association of Mental Health Professionals.

Dr. Greer, a core faculty member at Ryokan since 1987, serves as the Chairman of the Department of Psychology and Chair of Academic Programs





# M.A. IN PSYCHOLOGY

## MASTER OF ARTS IN PSYCHOLOGY

### PSYCHOLOGY PROGRAM

**The Master of Arts in Psychology is designed to prepare students for entrance into Ryokan's two-year Clinical Psychology doctoral program.**

The curriculum enables the student to achieve an M.A. degree by completing classes of focused instruction. Each class meets two evenings a week in three-hour sessions, and two Sundays a month in eight-hour, daylong sessions. The small group classes are conducive to student/teacher interaction and enhance the learning process.

This 44 unit program together with one year of study in the College's Psy.D. program equals 72 quarter units, thereby qualifying a student to count hours toward psychology licensing in the second year of the doctoral program.

All programs at Ryokan College are non-competitive, and no grades are issued. In each monthly module, students are expected to demonstrate proficiency and integration of knowledge. With a personal growth orientation, from a humanistic/existential and psychological/spiritual perspective, the primary objective is to provide each student with a thorough psychological foundation for doctoral study.

This concentrated M.A. program in psychology does not qualify graduates for licensure as Marriage and Family Therapists. However, it does satisfy the prerequisites for doctoral study and qualify graduates for entrance into Ryokan's Clinical Psychology program (Psy.D.). Graduates of the doctoral program meet academic requirements for State of California licensure as a Psychologist.





# M.A. IN PSYCHOLOGY

## ADMISSION REQUIREMENTS

Applicants must have a Bachelor of Art's degree in Humanities, Social Science or Behavioral Science from an approved or accredited school. Equivalent degrees may be considered.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility and an in-depth explanation of the M.A. Psychology program.

After the interview, applicants submit a formal application, along with the application fee, and a written autobiography detailing academic and experiential learning background, career goals, and expectations for achieving those goals. The Admissions Committee reviews the data and determines the applicant's admission status. Acceptance can be conditional, provisional, or unconditional.

## PROGRAM OBJECTIVES

This program offers a structured curriculum of monthly modular instruction. The 44 unit program emphasizes a theoretical/didactic classroom mode of instruction.

**Upon satisfactory completion of the core curriculum, the student is eligible for entry into the College's doctoral program in Clinical Psychology.**

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

The M.A. degree in psychology is designed to prepare students for doctoral level study in the field of clinical psychology.

Degrees are conferred after:

- ◇ Satisfactory completion of a 44 quarter units curriculum in 11 monthly modules.
- ◇ Financial obligations have been met.



# M.A. IN PSYCHOLOGY

## COURSE DESCRIPTIONS

### PSYD/MAP401 HISTORY AND SYSTEMS OF PSYCHOLOGY

4 units

An historical exploration of psychology including philosophy, religion, science, and contemporary issues. An overview of structuralism, functionalism, associationalism, and gestalt psychology. The concept of Zeitgeist as related to the life, work and times of Darwin, Freud, William James and others.

### PSYD/MAP403 HUMAN DEVELOPMENT I

4 units

A study of human growth and development from a life cycle approach. Emphasizes the biological, physiological, and psychological development of individuals and families from conception through adolescence.

### PSYD/MAP404 HUMAN DEVELOPMENT II

4 units

A continuation of Human Development I focusing on the growth, development, and socialization of young adults and the aged, including issues of death and dying. An emphasis on changes in perception, cognition, personality, and moral development.

### PSYD/MAP405 ABNORMAL PSYCHOLOGY

4 units

An overview of abnormal behavior from diverse theoretical schools, and an introduction to the Diagnostic and Statistical Manual of Mental Disorders. Issues of symptomology and treatment approaches. An examination of historical and conceptional perspectives of psychopathology and how these perspectives interface with therapeutic strategies.

### PSYD/MAP402 COGNITIVE BEHAVIORAL THERAPY

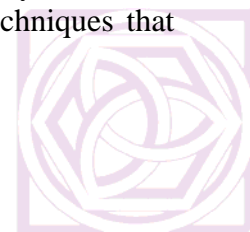
4 units

The purpose of this course is to introduce students to the cognitive-behavioral approach to psychotherapy, while developing an understanding of the strategies that assist clients in changing their dysfunctional responses to distorted core beliefs towards people, circumstances, and conditions. It is to “challenge” a client’s distorted thinking within a structured and organized therapeutic process. The course will study cognitive therapy and its principles and applications. It will focus on treatment strategies and techniques for cognitive “restructuring” and the development of self awareness. Additionally, the material will be applied to a variety of psychological disorders, of both adults and children.

### PSYD/MAP406 COUPLES COUNSELING

2 units

This course examines contemporary concepts in the field of couples and marriage therapy. Class will focus on empirical theories and interventions with couples, including an overview of ethical and professional responsibilities of the therapist. By the completion of this course, students will have examined several theoretical selected models of intervention with couples and will be able to conceptualize and demonstrate a range of therapeutic interventions related to situations in relationship counseling and become knowledgeable with regard to ethical and legal concerns that may emerge. Class members will also be able to evaluate the role of gender and power struggles as they surface in relationships, common relationship impasses, and examine counseling techniques that are relevant for couples with racial/ethnic or cultural diversity.



# M.A. IN PSYCHOLOGY

## PSYD/MAP407 HEALTH PSYCHOLOGY

2 units

A study of the interaction between behavior, health, and illness with an emphasis on the social, psychological and biological components of well being.

## PSYD/MAP412 ETHNICITY

4 units

Cross cultural mores and values. A presentation of the concerns of social psychology, cross cultural communication and developmental lifestyles affecting racial/ethnic identification and the effects of cultural differences on therapeutic intervention in counseling.

## PSYD/MAP408 THEORIES OF PERSONALITY I

4 units

Major theoretical approaches to personality are examined from an historical perspective. Emphasis is placed on clinical expressions of these approaches and the operation of their theoretical assumptions in professional practice.

## PSYD/MAP409 THEORIES OF PERSONALITY II

4 units

Major contemporary approaches to personality are examined with an emphasis on their psychotherapeutic application to dysfunctional human behavior.

## PSYD/MAP410 FAMILY THERAPY

4 units

A survey of the seminal theories and psychotherapeutic strategies for changing individuals, couples, families, and children from family systems paradigms. Covers structural to behavioral orientations.

## PSYD/MAP411 PROCESS OF PSYCHOTHERAPY

4 units

An experiential clinical case seminar introducing the principles and methods of applying psychotherapeutic techniques of professional practice. Emphasizes the understanding and solutions to emotional and behavioral problems.

## ELECTIVES

### ACADEMIC WRITING

1 unit

Course teaches format, grammar, sentence structure, composition skills, outline design, and reference citations commensurate with graduate work.

### MEDIA RESOURCES AND RESEARCH

.5 unit

Course introduces students to a variety of resources necessary for critical research, including internet libraries, scholarly resources, and online and/or campus academic support systems.

### MARKETING AND ADVANCING YOUR CAREER

1 unit

Resumes (CVs), interviews, advertising, marketing, outreach, niche specialty and career building—this course is invaluable.





## MASTER OF ARTS IN COUNSELING PSYCHOLOGY

PROGRAM DIRECTOR: ROBERT SMITH, PH.D.

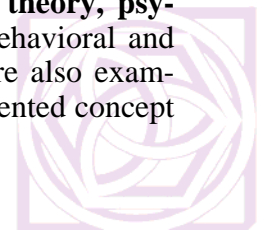
Robert Smith, Psy.D., retired from Private practice, Police Officer for 34 years (10 with Los Angeles Police Department and 24 with Beverly Hills Police Department), is a dissertation advisor and sometime adjunct faculty after having been an instructor since 2004. Dr. Smith was elected to the Ryokan Board of Directors in 2011 with the following duties: Faculty issues, Professional Ethics Consultant and Curriculum Committee. Dr. Smith has extensive experience in the public sector (specifically in areas of public safety and the relationship with the field of psychology and the practice of Psychotherapy). For example, while acting in the role of Liaison between the City of Beverly Hills and the Maple Counseling Center, Dr. Smith had an integral role in writing the manual the Maple Center (counseling center and intern/trainee site) uses for their Critical Incident Response Team (which addresses the needs of victims, survivors, and witnesses of emergency situations, such as fatal vehicle collisions, fires etc). He holds (3) graduate degrees, with a Doctorate in Psychology, a Masters in Marital and Family Therapy, and a Masters in Public Administration. Dr Smith brings a unique perspective in the field of psychology to the Board and does so with an extensive 'practical' as well as an academic background. He has taught at the graduate level for over 15 years (8 at Ryokan and 7 at California Lutheran University). His experience as an instructor at Ryokan and outside institutions has been instrumental in keeping the Board focused on the key issues faced by students, and the College. His input regarding the California Board of Psychology (BOP) and Board of Behavioral Science (BBS) continues to be highly valued to the Board in its recommendations and direction.

### COUNSELING PSYCHOLOGY PROGRAM

**The Master's program in Counseling Psychology was developed to educate students for careers in Marriage Family Therapy.** The program's primary objective is to provide a variety of learning experiences designed to develop counseling skills. This program integrates the following principles throughout the curriculum:

- Mental health recovery-oriented care and methods of service delivery.
- Understanding of various cultures, the social and psychological implications of socioeconomic position and an understanding of how poverty and social stress impact an individual's mental and recovery.
- Development of the student's personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Opportunities for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experiences of mental illness, treatment and recovery.

Diverse theoretical and practical points of view are presented in the program. The curriculum presents a variety of perspectives including a **humanistic-existential**, a **systems theory**, **psychoanalytical** (self-psychology -- object relations), psychodynamic, cognitive behavioral and **transpersonal** orientation. Post modern theories, including narrative therapy, are also examined. The underlying foundation is humanistic psychology, a positive, growth-oriented concept of the person.



# M.A. IN COUNSELING PSYCHOLOGY

The unique method of modular instruction, concentrating on one subject, allows students to move through a sequence of courses and learn new skills, one at a time. There are two opportunities for admission each calendar year: January and July. Clinical Techniques which is divided into six (6) segments of two months each, with one segment focusing on Clinical Process, exposes students to a variety of training supervisors and a diversity of theoretical and applied perspectives.

The College requires 250 hours of Supervised Fieldwork that meet the State's requirement for fieldwork. In compliance with the Board of Behavioral Science, the student can begin fieldwork upon completion of 18 quarter units.

This program, like other programs at Ryokan College, is noncompetitive and no grades are issued. Extensive reading is required and papers are submitted to demonstrate knowledge acquired in each module

## ADMISSION REQUIREMENTS

Admission requirements and procedures have been designed to maximize the probability that students selected for the program have the potential to satisfactorily complete it. A Bachelor of Art's degree in psychology or a related field is required for entrance. Academic experiences and personal readiness to enter a helping profession are also evaluated. In addition, students are required to complete, apart from the curriculum, an extended period of personal or group therapy concurrent with residency in the program, or validate completion of a minimum of 52 hours of personal therapy within the three years prior to enrollment.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility, as well as an in-depth explanation of the Counseling Psychology program and State licensing requirements. After the interview, applicants may submit their application, along with the fee, and a written autobiography detailing academic and experiential background, career goals and expectations for attaining those goals. The Admissions Committee determines the applicant's admission status. Acceptance can be conditional, provisional or unconditional.

## PROGRAM OBJECTIVES

The Counseling Psychology program offers a structured curriculum of modular instruction. This program includes a theoretical/didactic classroom mode, as well as an experiential component in the supervised clinical techniques. The program is designed to fulfill the requirements of the California State Board of Behavioral Science as specified in law (AB 3657 effective January 1, 1987).

The core curriculum along with Clinical Techniques and fieldwork experience (totaling 90 quarter units) satisfies the State requirement for the Master's degree and eligibility for California M.F.T. licensing, as specified in current California law (AB 3657, Section 4980.37).

The California State Board of Behavioral Science mandates three basic requirements for licensure as a Marriage and Family Therapist (MFT):

1. an academic requirement (Master's degree)
2. an internship requirement (3,000 hours of supervised experience)
3. passage of State examinations.



# M.A. IN COUNSELING PSYCHOLOGY

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

The M.A. degree in Counseling Psychology is designed to educate students for a career in counseling. This program prepares them to work as counselors and therapists in professional settings.

Degrees are conferred after all program requirements and financial obligations have been met. Requirements for graduation are:

1. Completion of 52 hours of personal therapy.

In order to graduate with a Master in Counseling Psychology, students must submit a letter from the therapist **written on therapist's letterhead with therapist's signature and license number** attesting to successful completion of 52 hours of therapy. This letter may simply state. “  (write your name here)  received \_\_\_\_\_ hours of psychotherapy during the period \_\_\_\_\_ (month & year) \_\_\_\_\_ to \_\_\_\_\_ (month & year) \_\_\_\_\_.” The requirements for the therapy are:

- Therapy must have taken place within 3 years prior to coming into the Ryokan program or during the program.
- Therapy must be provided by one of the following:
  - a Licensed Psychologist
  - a Licensed Marriage, Family Therapist
  - a Licensed Clinical Social Worker
  - a Board Certified Psychiatrist
  - a Registered Psych Assistant
  - a Registered MFT Intern
  - All of these listed will carry Registration or License numbers given by the State.
- The type of counseling can be individual, group or conjoint.
- Your therapist does not need to explain, expound or comment on your treatment's success or content.

2. Completion of 90 quarter units of graduate study:

23 courses	66 units
12 months of Clinical Techniques	12 units
Applied Field Practicum (minimum 250 hrs.)	12 units





# M.A. IN COUNSELING PSYCHOLOGY

## COURSE DESCRIPTIONS

### CP501 DOMAIN OF PSYCHOLOGY

2 units

History and systems. The evolution of the "psychological thought process" as it emerged out of philosophy into scientific formulae with an overview of structuralism, functionalism, associationism and major psychological approaches. The concept of zeitgeist as related to the life, work and times of Darwin, Freud and William James.

### CP515 SOCIAL BASIS FOR BEHAVIOR

3 units

Course provides an in-depth review of research and theory about individual social behavior as well as the basis for group social behavior within the social context of socioeconomic status and other contextual issues affecting social position. Course includes historical perspectives, perception and attitude change, self definition, social cognition, group dynamics and the role of environment in the development/expression of emotions with the impact of personal and social insecurity, social stress in high and lower income families, high/low educational levels, inadequate housing, and malnutrition.

### CP579 RECOVERY MODEL & COMMUNITY MENTAL HEALTH

4 units

Course presents a holistic approach to the treatment serving individuals with severe and persistent mental illness for 10-20 years. Recovery Model is a step beyond the medical model and is currently gaining adherents in mental health including full support by the Department of Mental Health and Board of Behavioral Sciences in the State of California. Attention will be given to outreach and engagement, peer-bridging, concrete qualities of life goal, relationship building and an integrated treatment model that utilizes resources in the personal, familial, community, vocational and social world of the individual. Access to and effective utilization of local community resources, including government programs, social support groups and other mental health entities will be explored with strength-based counseling, consumer centered, community involvement and particular emphasis on case management with documentation.

### CP502 ETHNICITY AND FAMILY COUNSELING

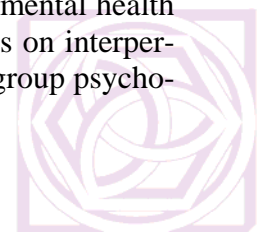
2 units

Cross cultural mores and values. A presentation of the concerns of social psychology, cross cultural communication and developmental lifestyles affecting racial/ethnic identification and the effects of cultural differences on therapeutic intervention in counseling including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process. Also discussed, resilience, including the personal and community qualities, that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.

### CP503 GROUP PROCESS

3 units

An examination of group practice with individuals, families, adolescents and children, in a wide range of populations and problems for which group work has become a therapy of choice. The class will begin to answer the question of how one can become a safe, secure, and successful group practitioner both as participant and leader in mental health groups that the student will encounter during traineeship with an emphasis on interpersonal dynamics, strategic with techniques of Yalom, Gestalt and others of group psychotherapeutic techniques. This course is didactic and experiential.





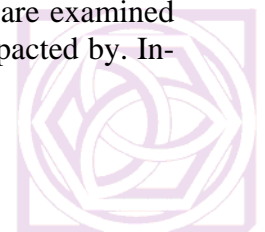
# M.A. IN COUNSELING PSYCHOLOGY

- CP511 HUMAN DEVELOPMENT** 4 units  
A study of human growth and development from conception to old age. Psychodynamic theories involved in human biological, social and psychological development. An emphasis on changes in perception, cognition, personality and moral development. A three-part, three-module course.
- CP516 AIDS, GRIEF, AGING AND LONG TERM CARE** 2 units  
The study of the psychological problems in AIDS issues, infirmities, aging, long term care, the grief issues of all parties and bereavement .
- CP521 THEORIES OF MARRIAGE AND FAMILY THERAPY** 4 units  
A study of the theories and techniques of family therapy, involving the psychosocial, historical and structural factors that define the "family." Exploring conjoint and family therapy from a variety of systemic approaches. Presentation of procedures and techniques currently used in family therapy. Theories of all major psychotherapeutic orientations.
- CP531 APPLIED PSYCHOTHERAPEUTIC TECHNIQUES** 4 units  
An exploration of counseling theories, methods and techniques. A review of basic issues common to all therapeutic techniques for facilitating change and growth in marriage, family and child counseling. A clinical case seminar. Course conducted in two modules.
- CP541 PSYCHOPATHOLOGY** 4 units  
An overview of abnormal behavior as viewed by different theoretical schools. Issues of symptomatology and treatment approaches at individual, familial and systematic levels. Mental disorders from psychoanalytical, behavioral and physiological points of view. Use of the DSM IV framework for diagnosis, treatment and prognosis. Treatment plans and clinical case presentations. Course conducted in two modules.
- CP550 PSYCHOPHARMACOLOGY** 3 units  
A study of psychotropics and their impact upon psychological disorders, the categories of psychotropics and their utilization in treatment. An introduction to clinical psychopharmacology and the ethical and legal considerations.
- CP552 SURVEY OF PSYCHOLOGICAL TESTING** 4 units  
The nature and use of psychological testing instruments. Psychometrics. A survey of the most widely used tests, objective and projective measures and effective utilization of meta-analysis in research and development/implementation of effective treatment protocols. Meta analysis leads to a shift of emphasis from single studies to multiple studies and emphasizes the practical importance of the effect size instead of the statistical significance of individual studies. Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer reviewed literature



# M.A. IN COUNSELING PSYCHOLOGY

- CP555 COUNSELING PROCESS FOR M.F.T.** 2 units  
The psychology of counseling. Analysis of major theories and techniques and their relation to practice, research and training. Self-knowledge, self-awareness, self-psychology. Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons. Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and incorporation into the psychotherapeutic process.
- CP517 HUMAN SEXUALITY & GENDER ROLES** 3 units  
The paradigms of modern sex and marital Therapy will be explored along with a Model of Human Sexual Response with Physiological and Psychological Dimensions, including sexual function/dysfunction and sexual potential in actualization of eroticism and intimacy with its concepts and models. A clinical model of intimacy will be explored with its clinical process, concepts, and treatment issues ranging in the Individual Dimensions of Intimacy and Sexuality. The role of sexuality in human growth and relationships.
- CP561 PROFESSIONAL ETHICS AND LAW** 3 units  
Legal and ethical issues related to the professional practice of counseling psychology. Requirements for accountability and the legal/ethical demands on the professional involved in a therapist/client relationship, including reporting requirements, confidentiality and boundary issues in the Recovery Model, the treatment of minors, current legal patterns and trends, personal limits, role expectations, HIPPA requirements, sharing of personal information, exploitation, and power positions. Clinical work concerns overriding staff personal limits in terms of interactions with client.
- CP518 TRAUMA, DOMESTIC VIOLENCE & CHILD ABUSE** 4 units  
Affects of trauma, major disasters and individuals with assessment, treatment, prevention, reporting including myths and facts in the dynamics of the issues with its effects on the victim, family and society with intervention, treatment modalities, issues and goals.
- CP566 TREATMENT OF CHILDREN** 4 units  
Counseling techniques with children. Theoretical foundations and applications of the major individual and group treatment techniques in current use. Social learning with disruptive children. Learning disabilities. Preschool through adolescence.
- CP519 CHEMICAL DEPENDENCY, ADDICTIVE BEHAVIORS, CO-OCCURRING DISORDERS AND THERAPEUTIC INTERVENTIONS** 4 units  
An overview of drug patterns -- use and abuse in Recreational drugs and Chemical Dependence with the primary modalities useful in the treatment of the chemically dependent individual using behavioral techniques, aversion, family approaches and group psychotherapy. This course explores the wide spectrum of addictive behaviors and chemical dependencies, including the interplay of other Axis I disorders that often co-occur. The course studies the possible causes and contextual psychosocial factors that may trigger addictive vulnerabilities. A wider variety of therapeutic interventions are examined within the psychosocial contexts in which addicted people live and are impacted by. Interpersonal, family and societal dynamics are considered.



# M.A. IN COUNSELING PSYCHOLOGY

## CP520 EVIDENCE BASED TREATMENT

3 units

Course helps students develop a treatment plan that is predicated on a evidence based model. Specifically, the use of evidence based treatment protocols is becoming more of a mandate than a choice in many settings. This course will also focus on the development of evidenced based treatment plans for trauma and crisis interventions in CBT, problem solving, solution focused, dialectical behavioral training, directive skill building, psycho education and motivational approaches.

## CP565 MINDFULNESS COGNITIVE BEHAVIOR THERAPY

4 units

The purpose of this course is to provide the student with the theoretical overview and philosophical basis of CBT. Incorporated into this course will be a new set of techniques that emphasize such nontraditional themes as mindfulness, acceptance, values, spirituality, focusing on the present moment and emotional deepening. The student will be introduced to key concepts of Cognitive Theory as well as strategies and techniques designed to identify and challenge distorted and dysfunctional interpretations. This course will also explore contemporary developments in the field of Cognitive-Behavioral Theory. Students will gain an appreciation for the effectiveness of this empirically based problem solving and reality testing theory.

## CP590 CLINICAL TECHNIQUES

12 units

Clinical Technique format (6 two unit segments introducing 6 different modalities) introduces students to the client-therapist relationship and progresses through clinical process, supervised role-playing, and case consultation. These experiences provide opportunities to apply psychotherapeutic counseling theories studied in the didactic portion of the program and enhance the Applied Field Practicum. Segments will include psychodynamic, Cognitive Behavioral & Mindfulness CBT, Brief Strategic Counseling, MFT modalities and other clinical approaches that allow student trainees to acquire skills and knowledge essential for traineeship and licensing.

## CP599 APPLIED FIELD PRACTICUM

12 units

The Applied Field Practicum (12 units/250 hours/6 months minimum) may be started upon completion of 18 units in the Counseling Psychology Program. This practicum must be approved and overseen by Ryokan College and enables students to gain supervised, hands-on clinical experience in the application of marriage, family, and child counseling in a government agency or non-profit (501C3) institution. Students will receive training in the following:

- Applied use of theory and psychotherapeutic techniques.
- Assessment, diagnosis and prognosis.
- Treatment of individuals and premarital, couple, family and child relationships, including trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention and working with families.
- Professional writing, including documentation of services, treatment plans and progress notes.
- How to connect people with resources that deliver the quality of services and support needed in the community.





## MASTER OF ARTS IN PROFESSIONAL CLINICAL COUNSELING

### PROFESSIONAL COUNSELING PSYCHOLOGY PROGRAM

Graduates of the **Master's program in Professional Clinical Counseling** degree program at Ryokan College are eligible to pursue licensure in California as a Licensed Professional Counselor (LPC). The degree program is designed to meet the requirements of the State of California Board of Behavioral Sciences as set forth in Business and Professions Code Section 4999.32 (or 4999.33 which takes effect on August 1, 2012).

For more information and application materials related to LPC licensure, please contact the Board of Behavioral Sciences ([www.bbs.ca.gov](http://www.bbs.ca.gov)).

**The Master's program in Professional Clinical Counseling was developed to educate students for careers in Professional Clinical Counseling for the Professional Clinical Counselor License.** The program's primary objective is to provide, for beginning students, a variety of learning experiences designed to develop clinical counseling skills. The curriculum provides concentrated training in applied areas of psychology from a humanistic perspective and integrates theory with practice and clinical experience.

The curriculum has been developed with both a **humanistic-existential** perspective and **systems theory, psychoanalytical** (self-psychology -- object relations) and **transpersonal** orientations. Diverse theoretical and practical points of view are presented in the program. The underlying foundation is humanistic psychology, a positive, growth-oriented concept of the person.

The unique method of modular instruction, concentrating on one subject, allows students to move through a sequence of courses and learn new skills, one at a time. There are two opportunities for admission each calendar year: January and July.

Clinical Techniques which is divided into six (6) segments of two months each, with one segment focusing on Clinical Process, exposes students to a variety of training supervisors and a diversity of theoretical and applied perspectives.

The College also requires 600 hours of Supervised Fieldwork that meet the State's requirement for fieldwork.

Coursework	81
Clinical Techniques	12
APPLIED FIELD PRACTICUM	<u>15</u>
Total quarter units	98



# M.A. IN PROFESSIONAL CLINICAL COUNSELING

This program, like other programs at Ryokan College, is noncompetitive and no grades are issued. Extensive reading is required and papers are submitted to demonstrate knowledge acquired in each module

## ADMISSION REQUIREMENTS

Admission requirements and procedures have been designed to maximize the probability that students selected for the program have the potential to satisfactorily complete it. A Bachelor of Art's degree in psychology or a related field is required for entrance. Academic experiences and personal readiness to enter a helping profession are also evaluated. In addition, students are required to complete, apart from the curriculum, an extended period of personal or group therapy concurrent with residency in the program, or validate completion of a minimum of 52 hours of personal therapy within the three years prior to enrollment.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility, as well as an in-depth explanation of the program and State licensing requirements. After the interview, applicants may submit their application, along with the fee, and a written autobiography detailing academic and experiential background, career goals and expectations for attaining those goals. The Admissions Committee determines the applicant's admission status. Acceptance can be conditional, provisional or unconditional.

## PROGRAM OBJECTIVES

The Professional Counseling program offers a structured curriculum of modular instruction. This program includes a theoretical/didactic classroom mode, as well as an experiential component in the supervised clinical techniques.

The core curriculum along with Clinical Techniques and fieldwork experience (totaling 90 quarter units) satisfies the State requirement for the Master's degree and eligibility for California L.P.C. licensing, as specified in current California law.

The California State Board of Behavioral Science mandates three basic requirements for licensure as a Professional Counselor (LPC):

1. an academic requirement (Master's degree).
2. an internship requirement (3,000 hours of supervised experience).
3. a passing score on the following State Administered examinations:
  - California Law and Ethics Examination
  - National Clinical Mental Health Counselor Examination (NCMHCE)





# M.A. IN PROFESSIONAL CLINICAL COUNSELING

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

The M.A. degree in Professional Clinical Counseling is designed to educate students for a career in counseling. This program prepares them to work as counselors and therapists in professional settings.

Degrees are conferred after all program requirements and financial obligations have been met. Requirements for graduation are:

1. Completion of 52 hours of personal therapy.

In order to graduate with a Master in Counseling Psychology, students must submit a letter from the therapist written on therapist's letterhead with therapist's signature and license number attesting to successful completion of 52 hours of therapy. This letter may simply state. “\_\_(write your name here)\_\_\_ received \_\_\_\_\_ hours of psychotherapy during the period \_\_\_\_ (month & year)\_\_\_ to \_\_\_\_ (month & year)\_\_\_\_\_.” The requirements for the therapy are:

Therapy must have taken place within 3 years prior to coming into the Ryokan program or during the program. Therapy must be provided by one of the following:

- a Licensed Psychologist
- a Licensed Marriage, Family Therapist
- a Licensed Clinical Social Worker
- a Board Certified Psychiatrist
- a Registered Psych Assistant
- a Registered MFT Intern
- a Licensed Professional Clinical Psychologist

All of these listed will carry Registration or License numbers given by the State. The type of counseling can be individual, group or conjoint. The therapist does not need to explain, expound or comment on treatment's success or content.

2. Completion of 96 quarter units of graduate study:

23 courses	69 units
12 months of Clinical Techniques	12 units
Applied Field Practicum (minimum 600 hrs.)	15 units



# M.A. IN PROFESSIONAL CLINICAL COUNSELING

## COURSE DESCRIPTIONS

- PC501 DOMAIN OF PSYCHOLOGY** 2 units  
History and systems. The evolution of the "psychological thought process" as it emerged out of philosophy. An overview of structuralism, functionalism, associationism and Gestalt psychology. The concept of zeitgeist as related to the life, work and times of Darwin, Freud and William James.
- PC577 AGING AND LONG TERM CARE** 1 unit  
The study of the psychological problems in aging including disorders of old age, infirmities, and involvement with long term care.
- PC578 SOCIAL BASIS FOR BEHAVIOR** 1 unit  
Course provides an in-depth review of research and theory about individual social behavior as well as the basis for group social behavior. Course includes historical perspectives, perception and attitude change, self definition, social cognition, group dynamics and the role of environment in the development/expression of emotions.
- PC579 RECOVERY MODEL** 4 units  
Course presents a holistic approach to the treatment serving individuals with severe and persistent mental illness for 10-20 years. Recovery Model is a step beyond the medical model and is currently gaining adherents in mental health including full support by the Board of Behavioral Sciences. Attention will be given to an integrated treatment model that utilizes resources in the personal, familial, community, vocational and social world of the individual. Access to and effective utilization of local community resources, including government programs, social support groups and other mental health entities will be explored.
- PC558 HUMAN SEXUALITY & HIV/AIDS** 2 units  
The role of sexuality in human growth and relationships. Sexual programs, sexual communication, sexual myths, principles and techniques of modern sex therapy. Theoretical and practical considerations in the treatment of sexual dysfunction.
- PC564 CHILD ABUSE** 2 units  
Assessment. Treatment. Prevention. Reporting. Myths and facts. The dynamics of the problem. The effects on the victim and the family and society. Intervention and treatment. Treatment process, modalities, issues and goals.
- PC503 GROUP PROCESS** 3 units  
A group experience in the basic counseling skills of empathetic listening, confrontation and immediacy. A study of the nature of the therapeutic relationship. Methods of group interventions from a variety of theoretical perspectives. Students actively participate in the process as client/patient, psychologist, or group facilitator.



# M.A. IN PROFESSIONAL CLINICAL COUNSELING

- PC530 LIFESTYLE AND CAREER DEVELOPMENT** 4 units  
Major theoretical approaches to career development; available resources for educational and occupational assessment; procedures to enhance career exploration, planning and placement. Emphasis is on the decision-making process and issues of career counseling with special populations.
- PC563 DOMESTIC VIOLENCE** 2 units  
Assessment, detection and intervention strategies for spousal and/or partner abuse.
- PC550 PSYCHOPHARMACOLOGY** 3 units  
A study of psychotropics and their impact upon psychological disorders, the categories of psychotropics and their utilization in treatment. An introduction to clinical psychopharmacology and the ethical and legal considerations.
- PC568 CHEMICAL SUBSTANCE DEPENDENCY** 2 units  
An overview of drug patterns -- use and abuse. Recreational drugs. Chemical dependence. The primary modalities useful in the treatment of the chemically dependent individual. Behavioral techniques, aversion, family approaches and group psychotherapy.
- PC575 FAMILY THERAPY I & II** 4 units  
A study of the theories and techniques of family therapy, involving the psychosocial, historical and structural factors that define the "family." Exploring conjoint and family therapy from a variety of systemic approaches.
- PC552 SURVEY OF PSYCHOLOGICAL TESTING** 4 units  
The nature and use of psychological testing instruments. Psychometrics. A survey of the most widely used tests, objective and projective measures and effective utilization of meta-analysis in research and development/implementation of effective treatment protocols. Meta analysis leads to a shift of emphasis from single studies to multiple studies and emphasizes the practical importance of the effect size instead of the statistical significance of individual studies.
- PC541 PSYCHOPATHOLOGY I & II** 4 units  
An overview of abnormal behavior as viewed by different theoretical schools. Issues of symptomatology and treatment approaches at individual, familial and systematic levels. Mental disorders from psychoanalytical, behavioral and physiological points of view. Use of the DSM IV framework for diagnosis, treatment and prognosis. Treatment plans and clinical case presentations. Course conducted in two modules.
- PC557 RESEARCH METHODS** 3 units  
An in-depth study of research methodology and statistics. The study of the construction, measurement, statistical analysis and application of these methods in problem solving and clinical case study research.



# M.A. IN PROFESSIONAL CLINICAL COUNSELING

- PC502 ETHNICITY AND FAMILY COUNSELING** 2 units  
Cross cultural mores and values. A presentation of the concerns of social psychology, cross cultural communication and developmental lifestyles affecting racial/ethnic identification and the effects of cultural differences on therapeutic intervention in counseling.
- PC561 PROFESSIONAL ETHICS AND LAW** 3 units  
Legal and ethical issues related to the professional practice of counseling psychology. Requirements for accountability and the legal/ethical demands on the professional involved in a therapist/client relationship, including reporting requirements, confidentiality and boundary issues in the Recovery Model, the treatment of minors, and current legal patterns and trends.
- PC511 HUMAN DEVELOPMENT I, II, & III** 4 units  
A study of human growth and development from conception to old age. Psychodynamic theories involved in human biological, social and psychological development. An emphasis on changes in perception, cognition, personality and moral development. A three-part, three-module course.
- PC535 COLLABORATIVE CONSULTATION IN SCHOOLS** 4 units  
This course provides a theoretical foundation and practical skills in consultation designed to prepare students to apply their professional preparation in education and psychology to solve problems in school settings. Consultation is viewed as a process of collaboration, intervention, and evaluation. An eco-behavioral model of consultation is emphasized. Case studies are used to develop analytical and problem-solving skills. Issues involved in serving diverse student populations are examined. The course is intended to foster an identity as a caring, dedicated, principled, and respectful consultant committed to social justice.
- PC507 MEDICAL AND PSYCHOLOGICAL ASPECTS OF DISABILITIES** 3 units  
The course is designed to offer students with little or no exposure to advanced life sciences the opportunity to examine the physiological and anatomical basis for many chronic diseases they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders as well as the potential implications consequent on their disabilities.
- PC536 FOUNDATIONS OF REHABILITATION** 3 units  
This course seeks to provide students with basic information about the process of rehabilitation and its history and philosophy. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling.



# M.A. IN PROFESSIONAL CLINICAL COUNSELING

## PC506 VOCATIONAL REHABILITATION & PLACEMENT

3 units

This course provides students with information about the total vocational rehabilitation process, including follow-up services. Topics include the referral process; eligibility criteria; comprehensive (medical, psychological, vocational) assessment; vocational training; and placement.

## PC530 CAREER DEVELOPMENT THEORIES AND TECHNIQUES

5 units

Career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

## PC570 TRAUMA AND CRISIS COUNSELING

1 unit

Interface and utilization of collateral resources including crisis counseling, hot lines and government agencies.

## PC581 CLINICAL TECHNIQUES

12 units

Clinical Technique format (12 units/12 months) introduces students to the client-therapist relationship and progresses through clinical process, supervised role-playing, and case consultation. These experiences provide opportunities to apply psychotherapeutic counseling theories studied in the didactic portion of the program and enhance the Applied Field Practicum. Clinical Technique allows student trainees to acquire skills and knowledge essential for future licensing.

## PC595 APPLIED FIELD PRACTICUM

15 units

This practicum (15 units/600 hours) must be approved and overseen by Ryokan College and enables students to gain supervised, hands-on clinical experience in the application of Professional Clinical Counseling in a government agency, a non-profit (501C3) institution and school.







# M.A. IN BUSINESS PSYCHOLOGY

## MASTER OF ARTS IN BUSINESS PSYCHOLOGY (INDUSTRIAL/ORGANIZATIONAL)

Most Psychology students take their expertise into the business arena rather than therapeutic practice, and business is one of the fastest-growing areas for the application of professional psychology because organizations increasingly recognize the impact that human factors can have on overall organizational effectiveness. **This program is keyed to the business environment and is especially useful in human resources, training programs, team building, executive coaching, motivation, organizational development, multicultural environments, legal/ethical labor issues and consulting opportunities for large and small corporations.**

This program consists of 48 quarter units in 18 months.

### ADMISSION REQUIREMENTS

Applicants must have a Bachelor of Art's degree in Humanities, Social Science or Behavioral Science from an approved or accredited school. Equivalent degrees may be considered.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility and an in-depth explanation of the M.A. Business Psychology program.

After the interview, applicants submit a formal application, application fee and a written autobiography detailing academic and experiential learning background, career goals, and expectations for achieving those goals. The Admissions Committee reviews the data and determines the applicant's admission status. Acceptance can be conditional, provisional, or unconditional.

### PROGRAM OBJECTIVES

This program offers a structured curriculum of monthly modular instruction. The 48 unit program emphasizes a theoretical/didactic classroom mode of instruction.

### REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

The M.A. degree in Business Psychology is designed to prepare students for careers in business, education and related fields of pertinent to the study of industrial/organization psychology.

Degrees are conferred after:

- ◇ Satisfactory completion of a 48 quarter units curriculum.
- ◇ Financial obligations have been met.

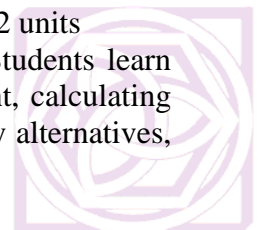


# M.A. IN BUSINESS PSYCHOLOGY

## COURSE DESCRIPTIONS

### CORE CURRICULUM

- SYSTEMS OF INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** 1 unit  
Course offers an historical exploration of I/O Psychology including philosophy, religion, science, and contemporary issues with an overview of structuralism, functionalism, associationalism, and Gestalt psychology along with the concept of Zeitgeist as related to the life, work and times of Darwin, Freud, William James and others.
- SOCIAL PSYCHOLOGY** 2 units  
Social psychology is central to Organizational science, and this course familiarizes students with the theories and practical applications.
- GROUP THEORY** 1 unit  
Course outlines the major theoretical perspectives and models of groups and group development. Students acquire understanding of the dynamics and processes that affect the stages of group development and group process and learn to apply that knowledge to real and simulated situations.
- EXPERIENTIAL GROUP DYNAMICS** 1 unit  
Students participate and create a group process. Emphasis throughout this course is placed on developing a practical framework to manage and participate in groups. This includes developing an awareness of factors such as, but not limited to, group objectives, needs of participants, whether the group is a new one or an existing one, environment, diversity, request from the client, and style of the trainer.
- ORGANIZATIONAL DESIGN AND CHANGE** 3 units  
Course supplies students with the fundamental understanding of organizational structure, process, behavior, rules, roles and functions with a focus on the techniques of organizational change as well as the design of systems and subsystems, their impact on human behavior and how they support or hinder achieving an organization's mission. Factors involved in planning and executing changes in organizational structure systems and dynamics are also considered.
- ADULT DEVELOPMENT** 3 units  
Students study adult human growth and development from young adulthood to old age with an overview of psycho-social theories involved in human biological, social and psychological development. The course emphasizes changes in perception, cognition, personality and moral development as well as generational differences in work attitudes and expectations.
- TRAINING & DEVELOPMENT** 2 units  
Course clarifies the role of training and development in organizations. Students learn how to plan and execute a training program – including needs assessment, calculating return on investment evaluating trainee learning style, considering delivery alternatives, motivating trainees, and evaluation.



# M.A. IN BUSINESS PSYCHOLOGY

## PSYCHOLOGY OF WORKS & CAREERS

2 units

Course is designed to provide an opportunity to learn the theoretical and practical significance of careers for the discipline of I/O psychology. Students master a thorough conceptual understanding of career content including extant and needed research, problems, and current trends. Students will develop an integrative perspective of how careers interrelate with other areas of I/O psychology. The use of readings and outside assignments assist in the endeavor to appreciate the issues facing researchers and practitioners.

## PROFESSIONAL ETHICS & STANDARDS

1 unit

Course offers implications of organizational change on organizational stakeholders, the coaching relationship, sexual harassment, workplace abuse and cultural/ethnic sensitivity, as well as the scope and limits of I/O Psychology

## ORGANIZATIONAL BEHAVIOR

3 units

Advanced behavioral science theories and applications in management are examined. Topics include work motivation, work attitudes, newcomer socialization, "natural" and nominal work teams, leadership, decision making, change management, organizational culture and cross-cultural management.

## THEORIES OF PERSONALITY

2 units

Major theoretical approaches to personality are examined from an historical perspective. Emphasis is placed on clinical expressions of these approaches and the operation of their theoretical assumptions in professional practice.

## FUNDAMENTALS OF COUNSELING AND COACHING RELATIONSHIP

2 units

Course presents theories of interpersonal dynamics that emphasize the systems perspective in the circular relationship between helper and helpee. Based on this systems perspective, focus is placed on the practitioner skills essential to creating and maintaining an effective helping relationship. The foundational principles of Rogers' and Carkhuff's work are supplemented by the related communication and human relation skills of Wallen, Short and Miller, and Nunnally and Wackman in a skill practice format emphasizing the counseling/coaching relationship and approach to resolving human problems.

## HUMAN DIVERSITY IN SYSTEMS

2 units

Students apply the theories of Hall, Bennett and Allen-Agbro to explore the characteristics of diverse cultural paradigms and systems, understand the influence and dynamics of their own cultures of origin and identity, and examine the impact of power and dominance in systems and in interpersonal and intergroup relations. Focusing on age, race and ethnicity, gender, socio-economic status, sexual/affectional orientation and religion, students develop self-awareness, intercultural communication skills and practitioner competencies. Special attention is given to creating healthy cross cultural and power relationships in systems.



# M.A. IN BUSINESS PSYCHOLOGY

## EXPERIENTIAL LEARNING

1 unit

The ability to learn effectively from one's experience is a core competency required both to thrive in an experiential learning community and to lead in an increasingly chaotic and turbulent world. In this course, students learn how to position themselves as proactive life-long learners in the community and in the world at large. Students discover how unique learning style influences approach to learning, leading and teaching others. Students participate in activities that lead to the creation of the self directed learning plan for the master's program.

## LEADING ORGANIZATIONAL TRANSFORMATION

2 unit

A large majority of organizational transformations are accomplished via rapid and discontinuous change over most or all domains of organizational activity. These include small changes in strategies, structures, and power distributions that do not accumulate to produce fundamental transformations, and major environmental changes and chief executive officer succession that majorly influence transformations.

## ORGANIZATIONAL RESEARCH TECHNIQUES I

3 units

An applied social science research course with an emphasis on organizational research design, students learn to specify the qualities of a workable research proposal, explain the merits and weaknesses of available research tools, and have an understanding quantitative and qualitative data gathering techniques. Students also learn about the uses of research, and the constraints imposed by its organizational context.

## ORGANIZATIONAL RESEARCH TECHNIQUES II

3 units

An applied social science research course emphasizes organizational research design and statistical analysis. The statistics students learn in this course are necessary for understanding and developing the tools necessary to conduct organizational research and analysis.

## CONSULTING SKILLS

2 units

Students explore key factors relevant to consulting in organizations, including identifying the client and key stakeholders, managing client expectations and resistance. Students become familiar with the consulting process including: entering the client organization, contracting, gathering data, diagnosing issues, client feedback, selecting appropriate actions, implementing solutions and leaving.

## INTERVIEWING TECHNIQUES

1 unit

Using an interviewing model helps clarify "why" students are seeking this information. Interviewing is a purposeful undertaking, so it should be conducted with intent, otherwise, students could be wasting everyone's time—an interviewer with a vague purpose is more likely to ramble and convey vagueness.



# M.A. IN BUSINESS PSYCHOLOGY

## ASSESSMENTS FOR HIRING

2 units

Students examine the theories and methods of psychological assessment for personnel selection, with an emphasis on the most current and valid selection procedures. Related topics include job analysis and competency modeling, recruitment, decision-making, legal and ethical issues, recognition of psychopathological issues like addiction, testing components and non-therapeutic observations.

## ELECTIVES

### THESIS

9 units

Thesis is the practical application of Business Psychology coursework in a real setting or a theoretical model based on a real company. Once the topic and location is approved, students can begin the work and edit/improve the thesis throughout the program. The thesis is designed to bring classroom learning into practice and vice versa.

### CAREER & PERFORMANCE CONSULTING GROUP

2 units

The world of work is increasingly moving toward a more flexible, contingent model. A major sector of this growing contingent workforce is the consulting industry, composed of many different types and sizes of organizations serving their profit and non-profit sector clients around the world. This advanced elective course will increase understanding of various different models within the professional consulting industry and the processes that are effective to consulting services. On a more personal level, this course provides students with valuable information and direct experience to guide possible future career in consulting and in the start-up of a professional consulting services venture.

### FAMILY-OPERATED BUSINESS ISSUES

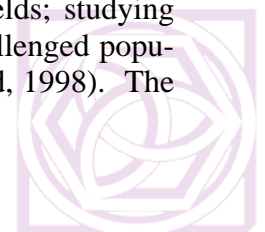
2 units

Because of the difficulty in resolving the succession dilemma, founders have been more willing to ask for outside help in the form of either research or consulting on the succession question. Thus, entry into the world of family business has often occurred as the entrepreneur contemplates retirement. The result of what could be characterized as two parallel streams of theory and practice is a lack of integrated theory that would help us to better understand the complex and changing relationships between entrepreneurs and their families over time.

### MEDIA PSYCHOLOGY

3 units

Media Psychology can be described as the merging of communication and human behavior. It is central to understanding behavior within many disciplines, including, in part, technology; public policy and government; telecommunications; software; education; health care; and entertainment. Some of the roles Media Psychologists assume include: writing or being expert guests in various media; consulting with media personnel; researching ways to improve the media; making new technologies more effective and user friendly; using new technology to enhance clinical psychology; working in education or training; developing media standards; working in commercial fields; studying sociological and psychological media effects; developing material for challenged populations; working with deviant or criminal populations (Luskin & Friedland, 1998). The field of Media Psychology is multidisciplinary.



# M.A. IN BUSINESS PSYCHOLOGY

## SELF-DEVELOPMENT & HOLISTIC FEEDBACK

1 unit

Course examines the extent to which dimensions of feedback are related to self-development after employees rate their perceptions of feedback and supervisors rate employees' self-development (seeking feedback and development) and job performance. Self-ratings of career motivation, public self-consciousness, and feelings of empowerment are also examined as correlates of self-development and performance such as factor analysis with four dimensions of feedback: positive reinforcement, evaluative feedback, threat, and development focus. Younger managers are typically higher on self-development, and those who receive more positive reinforcement and non-threatening feedback and felt empowered rate higher in performance. Implications for practice and research taking into account feedback dimensions and national culture are discussed.

## PLANNING AND EVALUATION OF NON-PROFIT ORGANIZATIONS

1 unit

Course provide a conceptual framework, sets of skills, and relate understandings about the planning and evaluation of non-profit organizations.

## GROUP FACILITATION SKILLS

2 units

Course focuses on the development of fundamental interpersonal communication skills, self-awareness and effective participation in groups from the member role. Students learn the skills required of self-defined, self correcting, open learners and practitioners by participating in an intensive, small group, learning laboratory based on Lewin's T-Group model. Emphasis is given to the importance of gender in its relationship to individual behavior and personality development in the adult life cycle.

## INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CRISIS PRACTICUM

3 units

Current issues faced in the I/O environment with coworkers, threats in workplace, downsizing, managing impact on employees and organizational transformation that change the company significantly. Course content will change as new issues arise. No paper or test required.

## INTERNSHIP/FIELD PRACTICUM

9 units

If students have access to work under the supervision of a working Organizational Psychologist or in a company as an Organizational Psychologist, students can earn credit when a contract is signed between I/O Psychologist or company supervisor and the College. Students need to acquire specific, relevant, and transferable I/O or Human Resource skills (i.e., developing and conducting selection systems, performance appraisal systems, employee surveys, and corporate training).





# SPIRITUAL PSYCHOLOGY

## **CERTIFICATE OR MASTER OF ARTS IN SPIRITUAL PSYCHOLOGY**

**This program allows the student to explore the most innovative and advance thought in Spiritual Psychology and provides a foundation for the student to pursue higher study in the student's chosen field based on comparative knowledge of the many avenues in Spiritual Psychology.** This program emphasizes transformational learning and realization of higher human potentials. The curriculum is intellectually rigorous yet transformative and expansive. The student learns basic elements of Spiritual Psychology in the 1st year and specializes practice in the 2nd year. A 1 year study produces a Certificate in Spiritual Psychology and the full 2 year program achieves a Master of Arts in Spiritual Psychology.

The Certificate of Spiritual Psychology consists of 32 quarter units in 12 months.

The Master of Arts program consists of 61 quarter units in 24 months.

### **ADMISSION REQUIREMENTS for Certificate in Spiritual Psychology**

Applicants must have a minimum TOEFL score of 640 and a high school diploma. A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility and an in-depth explanation of the program.

### **ADMISSION REQUIREMENTS for Master of Arts in Spiritual Psychology.**

For the two year Master of Arts degree, the applicant must have a Bachelor of Art's degree from an approved or accredited school. A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility and an in-depth explanation of the program.

After the interview, applicants submit a formal application, application fee and a written autobiography detailing academic and experiential learning background, career goals, and expectations for achieving those goals. The Admissions Committee reviews the data and determines the applicant's admission status. Acceptance can be conditional, provisional, or unconditional.

### **PROGRAM OBJECTIVES**

This program offers a structured curriculum of monthly modular instruction. The program emphasizes a theoretical/didactic classroom mode of instruction.

### **REQUIREMENTS FOR CERTIFICATE OR THE MASTER OF ARTS DEGREE**

- Satisfactory completion of the scheduled curriculum.
- Financial obligations have been met.



# SPIRITUAL PSYCHOLOGY

## COURSE DESCRIPTIONS

### 1ST YEAR (EARNS A CERTIFICATE IN SPIRITUAL PSYCHOLOGY)

- SP201 HISTORY & THEORY OF MAJOR EAST/WEST THEORISTS** 2 units  
This course will explore the evolution of the "psychological thought process" as it emerged out of philosophy and social theory. Highlighted will be the differences between the medical model and Asian Psychotherapy and indigenous tribal (American, African) approaches. Students will have the opportunity to examine experiences and perspectives in contrast to those of the Western European medical model. The goal of this course is to gain an appreciation of how these approaches can be complimentary and contribute to a more holistic approach.
- SP202 BIRTH OF CONSCIOUSNESS** 3 units  
This course explores the development of consciousness from birth onward. Factors that affect the healthy attainment of consciousness and those environmental, social and physiologic forces that affect it will be discussed.
- SP203 EFFECTIVE COMMUNICATION** 3 units  
Provides an in-depth look at the concepts, principles and techniques essential for relationships, listening, mirroring, feelings, perception, open-ended questions, effective feedback, public speaking, interpersonal communication, small group communication, organizational communication and mass media. Designed to allow flexibility in teaching approaches, this course offers a wide range of topics to discuss and apply to real-world experiences and features nationally and internationally known theorists and researchers who respond to a typical question that a student would ask about the practical applications of human communication. Public Speaking presents sample speeches and outlines with suggestions for critical analysis. This feature offers both well-constructed and poorly constructed examples of informative and persuasive speeches and outlines to show students specific examples of what to do and what to avoid.
- SP204 SOMATIC PSYCHOTHERAPY-INTEGRATING BODY MIND** 3 units  
An integration of scientific advances in psychobiology and therapeutic hypnosis which have been achieved during the past fifty years. Particular attention to psychoneuroimmunology, mind/body healing, identification and learning of basic skills to facilitate unconscious healing processes, and the language of mind/body healing. A didactic and experiential module.
- SP205 HEALTH PSYCHOLOGY** 3 units  
This course entails an exploration of the interaction between behavior, health, and illness with an emphasis on the social, psychological and biological components of well being.
- SP206 ETHICS & BOUNDARIES** 2 units  
This course will focus on the establishment, clarification and respect for interpersonal and collective boundaries during interactions with others. This approach will consider these issues from a spiritual psychological approach.



# SPIRITUAL PSYCHOLOGY

## SP207 HEART RESONANCE

2 units

Positive emotions such as love or appreciation affect heart-brain interaction and emotional physiology as coherent states; whereas negative feelings such as anger, anxiety or frustration are examples of incoherent states. These associations are not merely metaphorical, and the research presented in this course provides intriguing evidence that different emotions lead to measurably different degrees of coherence in the oscillatory rhythms generated by the body's systems—training and research from the Institute of HeartMath.

## SP208 INTEGRATIVE MEDITATION PRACTICES: BUDDHIST , ZEN, TIBETAN AND NON DUAL (VEDIC, HINDU, TRANCENDENTAL MEDITATION) AND MINDFULNESS

2 units

There are many specific ways of meditating. This courses defines physical postures and the various approaches including Transcendental, Buddhism, Taoism, Christian, New Age, Kabbalah, Hinduism, Islam, Jainism, Sikhism and the Western Concept. Course goal is to fit the meditation with the student's personality.

## SP209 EFFECTS OF MIND ALTERING DRUGS (MEDICINAL & RECREATIONAL)

2 units

This course offers a non treatment focused approach to the use of psychoactive substances. An overview will be presented on drug use and abuse patterns, how psychotropic use has been sanctioned in various cultures for non-recreational use,, control and exploration with recreational drugs, positive/negative results of medical application and chemical dependence. The primary treatment modalities useful in the treatment of the chemically dependent individual will be explored, including the use of behavioral techniques, aversion, family approaches and group psychotherapy.

## SP210 DEATH AND ITS PROCESS

2 units

No matter the spiritual pursuit, the nature and handling of the death experience is significant issue in every culture and spiritual approach. This course focuses how different societies and belief systems portray/handle death and acquaints the student with the bereavement process.

## SP211 PERSONAL AWARENESS

3 units

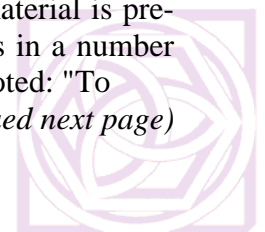
This course utilizes a Gestalt approach that focuses on the individual's experience in the present moment. It requires the individual to be conscious of oneself, the therapist-client relationship, the environmental and social contexts in which we exist. A more fully actualized personal awareness will allow one to engage in self-regulating adjustments for improved interpersonal experiences. It emphasizes personal responsibility in getting the individual to experience the totality of interaction using a Rogerian appreciation to enhance the communication.

## SP212 JUNGIAN DREAM ANALYSIS

3 units

This course is directed at introducing the student to Jungian Dream work and analysis. Historical antecedents, as well as, practical hands on analysis of dream material is presented in this course. Clients in Jungian psychotherapy work with dreams in a number of ways. One way is to interpret dreams by "sticking to the image." Jung noted: "To

*(continued next page)*



# SPIRITUAL PSYCHOLOGY

*(Continued from previous page)*

understand the dream's meaning I must stick as close as possible to the dream images" (CW 16: 149, par. 320). Rather than free associate to the image as Freudians do, Jungians stick to the image in order meticulously to define what it means. Another Jungian way of working with dreams is to interpret them by the method that Jung calls "amplification." To amplify a dream is to compare the images in the dream to images in other sources - for example, myths - in order to identify archetypal parallels. Finally, clients in Jungian psychotherapy work with dreams by the method that Jung calls "active imagination." This is not an interpretative method but an experiential method. Active imagination is a conversation with the dream images. Clients actively engage the dream images in a dialogue.

## **SP213 HYPNOSIS AND ERICKSONIAN MIND BODY HEALING THERAPIES 2 units**

Hypnosis uses trance, suggestion and instruction to adjust and correct unwanted habits of thought, feeling and behavior. Psychotherapy is the diagnosis and conversational treatment of mental disease while the term "hypnotherapy" is reserved for psychotherapists who integrate hypnotic techniques with people who have emotional and mental disorders. Quite often this can decrease the time a person needs to spend in therapy and increase healing.

## **2ND YEAR (EARNS MASTER OF ARTS IN SPIRITUAL PSYCHOLOGY)**

## **SP214 CROSS-CULTURAL MORES AND VALUES 2 units**

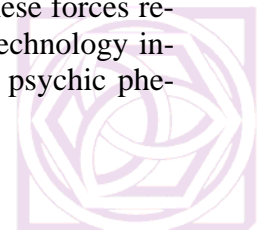
Individuals attitudes and behaviors are heavily influenced by culture. The values, assumptions and perceptions that are instilled early in life through ones cultural experiences and are expressed in the way we behave and interact. These cultural influences are so deep that we act upon them instinctively—in everything we do, from the way we stand and talk, to the way we deal with superiors. It affects how we manage conflict and how we go about decision-making. Since As these differences are so deep and intuitive, they can often lead to substantial misunderstanding and miscommunication. This course offers a deeper understanding of conflicts and communication avenues for the student who is culturally aware.

## **SP215 EXISTENTIAL THERAPY 2 units**

Existential psychotherapy suggests that in making our own choices we assume full responsibility for the results and blame no one but ourselves if the result is less than what was desired. The psychotherapist helps his or her patients/clients along this path: to discover why the patient/client is overburdened by the anxieties of aloneness and meaninglessness, to find new and better ways to manage these anxieties, to make new and healthy choices, and to emerge from therapy as a free and sound human being.

## **SP216 ENERGY PSYCHOLOGY: CHAKRAS AND THE LUMINOUS ENERGY FIELDS 2 units**

This course explores fields reflecting the emanations of energy forces. These forces reflect either suspected or newly explored states with the advance of new technology including attention to the unproven results ranging from crystals, intuition, psychic phenomena, auras and heart resonance biofeedback.



# SPIRITUAL PSYCHOLOGY

## SP217 YOGA PSYCHOLOGY

2 units

Yoga treats human indispositions as naturally as possible, to alleviate pain and suffering through a set of physical and mental exercises. Ideally, yoga psychology is preventive in nature yet strives to be soothing, restorative and curative wherever possible.

## SP218 FEMINIST THEOLOGY & SPIRITUALITY

2 units

In the late 20th century, feminist critique of traditional religious ideas has evolved into a larger theme of feminist spirituality. This course presents historical efforts to interpret religion from a feminist perspective.

## SP219 ASIAN HEALING ARTS

2 units

Shamanism, acupuncture, chakras, mantra, color systems and fasting are examined. Karmic concepts are discussed.

## SP220 INTEGRAL PSYCHOLOGY

4 units

Integral psychology utilizes an all-encompassing holistic approach rather than being exclusionary or reductive. It includes both lower, ordinary, and spiritual or transcendent states of consciousness. Important writers in the field of Integral Psychology are Sri Aurobindo, Indra Sen, Haridas Chaudhuri, and Ken Wilber. While Sen closely follows Sri Aurobindo, Chaudhuri and Wilber each present very different theories.

## SP221 CONTEMPORARY APPROACHES FOR TREATING TRAUMA: EMDR, EFT 2 units

Eye Movement Desensitization and Reprocessing (EMDR) is a powerful therapy for treating trauma-based problems. This revolutionary therapy has helped thousands of clients recover from such traumas as war, accidents, assaults, disasters and childhood abuse that manifest as symptoms of depression, anxiety, phobias, low self-esteem, creativity blocks and relationship difficulties. Not only does healing occur much more rapidly than in traditional therapy, but as a result of EMDR's clearing of emotional and physical blockages, many people undergo spiritual transformation and have "beyond the ego" experiences. Emotional Freedom Techniques (EFT) is an emotional, needle free version of acupuncture that is based on new discoveries regarding the connection between your body's subtle energies, your emotions, and your health. EFT has been reported successful in thousands of cases covering a huge range of emotional, health and performance issues.



# SPIRITUAL PSYCHOLOGY

## SP265 MINDFULNESS AND COGNITIVE BEHAVIORAL APPROACHES 3 units

In Mindfulness Meditation, students learn a systematic method of paying attention, deliberately, in the moment, without judgment to gain awareness of mental and emotional processes, habitual reactions, and their manifestations in mind, body, breath, and voice. Such awareness opens the door to development in ways that will enable better performance and increased satisfaction from work. Mindfulness-integrated Cognitive Behavior Therapy or MiCBT is a sophisticated integration of skills developed with mindfulness training and principles of Cognitive Behavior Therapy (CBT). The Mindfulness-CBT integration represents the effort of authors and clinicians from multidisciplinary backgrounds whose dedication to the scientific inquiry, creativity, and openness has contributed to the current paradigm shift in psychotherapy.

## SP299 THESIS 8 units

Student chooses the subject of the research paper approved by Thesis committee.





## LGBTQ MENTAL HEALTH CERTIFICATE

The certificate program was designed by a special Advisory Committee of therapists and clinicians active in the LGBTQ community. Individual courses can be taken in place of the entire 20 week enrollment.

### ADMISSION REQUIREMENTS

Licensed therapists (MFT, CSW, PCC), psychologists and Drug and Alcohol Counseling certificate (CADEC) holders allow admission to the this program.

### PROGRAM OBJECTIVES

This interdisciplinary post degree certificate addresses the interest of practicing clinicians to develop a deeper understanding of the mental health needs of Lesbian, Gay, Bisexual, Transgender or Queer (LGBTQ) self-identifying people; the societal contexts in which these mental health needs develop and manifest; and the effective therapeutic techniques to address these needs in clinical practice. The program uses a case-based pedagogy in order to maximize the learning effectiveness and the relational, interactive, co-construction of best clinical practices.

### REQUIREMENTS FOR GRADUATION

Completion of 12 quarter unit program.

**Course Schedule:** The 12 quarter unit certificate is offered online over 20 consecutive weeks in an interactive/collaborative learning platform that involves student/instructor interaction and full participation. One live evening online per week (two courses): 6:30–8p and 8:30–10p plus 1-2 hours per course per week reading and writing on the course web board. CEUs are available for the Board of Behavioral Sciences.

### HISTORY, CULTURE AND COMMUNITY

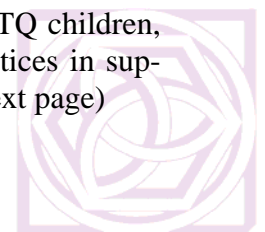
1 unit (10 CEUs)

The goal of this course is to understand the diversity of experiences, identities, and social roles that LGBTQ people embodied in human societies throughout history and chart the major challenges that LGBTQ people have to face throughout life in American society today, and in recent generations. Students will identify the various LGBTQ focused institutions and cultural realities that LGBTQ people have created and maintain to support each other in urban and rural America. Case studies reveal how this history and social reality relates to, and informs, clinical practice.

### SEXUALITY

2 units (20 CEUs)

This course explores the variety of sexual experiences that LGBTQ people engage in and the various developmental paths that LGBTQ people experience to the full blossom of their individual sexuality. Students will understand the various socio-cultural contexts in which LGBTQ sexuality unfolds, develops and lives, and the impact of these contexts on the development, the life and the mental health needs of LGBTQ children, adults and their relationships. Case studies identify effective clinical practices in support of LGBTQ people and their issues around their sexuality. (continued next page)



# CERTIFICATE IN LGBTQ MENTAL HEALTH

## GENDER

2 units (20 CEUs)

This course offers the varieties in roles, identities and realities that LGBTQ people experience and hold in terms of gender and measures the impact of socio-cultural contexts on the development of gender identity with the various challenges that LGBTQ people experience in early development and through the life span. Students learn effective clinical practices to support children, adults and their families, in the exploration, development and establishment of a person's gender identity and/or role.

## THE INDIVIDUAL IN CULTURE, IN SOCIETY AND THROUGH THE LIFE SPAN

3 units (30 CEUs)

This course reviews the life-long developmental paths that LGBTQ people follow within the varied contexts of one's culture, religion, ethnicity, economic status and other pertinent societal dynamics and illuminates some of the challenges, gains and losses, strengths and liabilities that LGBTQ people have to work and live through out one's life span, from child to elder, from family of origin to family of choice, and from the identity a person is given to the identity one creates. Case studies explore effective clinical practices to support LGBTQ children, adults, couples and families through their life span.

## ADDICTIONS

1 unit (10 CEUs)

This course identifies the various substance and behavioral addictions that LGBTQ people are prone to and the possible etiologies for the incidence of addiction in the LGBTQ community, including developmental, familial, cultural and societal parameters. Case studies identify effective clinical practices and societal support systems to aid and maintain people in their recovery.

## COUPLES AND FAMILY SYSTEMS

1 unit (10 CEUs)

This course covers the varieties in intimate relationships that LGBTQ people engage in and maintain in life with the various challenges that LGBTQ couples and families face, within the socio-cultural contexts they live, and identifies strengths and liabilities in the various relationships that impact the quality of the relationships. Case studies explore effective clinical practices in supporting LGBTQ couples and families.

## HIV/AIDS

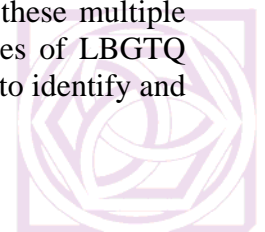
1 unit (10 CEUs)

This course reviews the basic medical and epidemiological realities of HIV/AIDS, including transmission of virus and effective treatments as well as the physical, psychological, and social challenges faced by people impacted by HIV/AIDS. The course reviews the existing support systems available to people and families impacted by HIV/AIDS. Case studies identify effective clinical practices in support of people with HIV/AIDS and their loved ones.

## LEGAL ISSUES

1 unit (10 CEUs)

This course identifies a variety of political, governmental and legal realities that create unwanted boundaries or prohibitions for LGBTQ people, or otherwise leave them vulnerable to persecution and/or marginalization. The course covers how these multiple areas of risk, persecution, prohibition or marginalization impact the lives of LGBTQ people and their mental health. Case studies investigate clinical practices to identify and heal emotional traumas related to the above legal challenges.

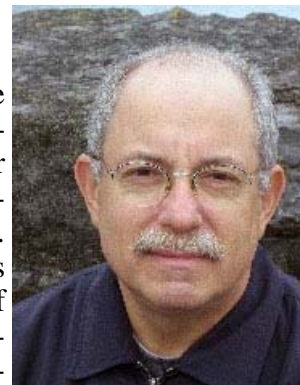


# DOCTOR OF PSYCHOLOGY

## DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (Psy.D.)

PROGRAM DIRECTOR: A. SCOTT GREER, Ph.D.

A. Scott Greer, Ph.D. was awarded his Bachelor of Philosophy degree from Monteith College at Wayne State University in Detroit. He attended California State University, Los Angeles where he earned his Master of Arts degree in Psychology. Dr. Greer received his Doctorate of Philosophy in Clinical Psychology at the California Graduate Institute. Trained in the treatment of adolescents, Dr. Greer spent the first 10 years of his professional practice in the development and clinical direction of residential treatment programs for adolescents. He has developed several hospital and community-based programs. He has also provided in-service training for school districts and parents on mental health issues faced by adolescents. Dr. Greer has appeared on CNN and network television as a consultant on the treatment of adolescents. Since completing his Ph.D. in 1985, Dr. Greer has provided psychological evaluations for various law enforcement agencies, including the DEA and LA County Sheriff's Department. In addition, he has worked for the Transportation Security Administration as a consultant and currently participates on the Mental Health Administrative Committee for Humboldt County. Until 2004, Dr. Greer maintained a private practice in West Los Angeles. Since then he has a private practice in Eureka California where he has served as President of the North Coast Association of Mental Health Professionals. Dr. Greer, a core faculty member at Ryokan since 1987, serves as the Chairman of the Department of Psychology and Chair of Academic Programs



### CLINICAL PSYCHOLOGY PROGRAM

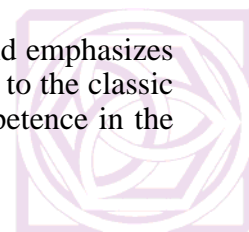
**The doctoral program in Clinical Psychology was developed to train students for careers in a professional practice.** The degree, Doctor of Psychology (Psy.D.), is offered to those seeking an educational and training program designed for professional application.

In response to society's increasing demand for professional psychological services in a variety of human systems, the College is dedicated to:

1. Maintaining the high standards of the psychology profession;
2. Offering a program with a superior curriculum;
3. Establishing a highly qualified faculty to bring a wide range of substantive interests and special competencies to the classroom;
4. Selecting for admission those students deemed to have a high probability of becoming valuable, ethical members of the profession.

The Clinical Psychology program is based on the belief that a thorough understanding of the comprehensive body of psychological knowledge, skills and attitudes is essential for the psychologist. The acquisition of this broad-based understanding requires a curriculum presented both didactically and experientially, which covers theory, skills, training, and supervised field experience, with faculty and supervisors as role models.

The two-year (24 month) program includes the study of traditional psychology and emphasizes the integration of multimodal approaches to psychotherapy. A thorough exposure to the classic and contemporary schools of thought in psychology is provided to develop competence in the practice of counseling.



# DOCTOR OF PSYCHOLOGY

## ADMISSION REQUIREMENTS

Admission requirements and procedures have been designed to maximize the chances that students selected for participation in this program have the potential to satisfy the requirements of an expeditiously planned doctoral program. Applicants must possess a Master's degree in psychology or a related behavioral science field, from an approved or regionally accredited school. Ryokan graduates must have satisfactorily completed all M.A. requirements. Students must also include, apart from the established curriculum, an extended period of personal or group therapy simultaneous with their residency in the program, unless they can validate completion of a minimum of 52 hours of personal therapy within three years of entering the program.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility, as well as an in-depth explanation of the Doctor of Psychology program and State licensing requirements.

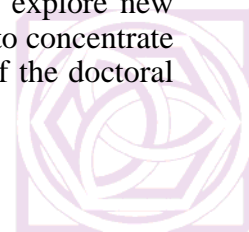
After the interview, applicants submit a formal application, along with the application fee and a written autobiography detailing academic achievement, experiential learning background, career goals and expectations for achieving those goals. The Admissions Committee reviews that data and the transcripts of prior graduate-level academic work, and determines the applicant's admission status. Applicants may be accepted conditionally, provisionally or unconditionally.

## PROGRAM OBJECTIVES

Doctoral students in the Clinical Psychology program, whose goal is a Doctor of Psychology degree (Psy.D.), matriculate through a structured curriculum of modular instruction. This program of classroom instruction may be complemented by optional hours of fieldwork.

1. To educate and train students for a career in psychotherapy.
2. To provide an understanding of the nature of human behavior, the values and methods of scholarly inquiry and the roles and responsibilities of the professional psychotherapist.
3. To build a comprehensive theoretical foundation for clinical experience while integrating both conceptual and theoretical scholarship with applied aspects and practical knowledge.
4. To foster a high level of personal awareness, sensitivity and enhanced capacity to understand oneself as well as others.
5. To instill values that include respect for the dignity of the individual and the highest standards of professional ethics.

The instructional program has been designed to utilize the Modular Method which has proven most effective in Ryokan's other graduate programs. This unique method of modular instruction, concentrates on one area of psychology at a time and allows students to move through a sequence of seminars providing an in-depth opportunity to learn new skills and explore new areas of knowledge. The modular model, though quite rigorous, enables students to concentrate on one specialized area of study at a time and makes possible the achievement of the doctoral degree in two calendar years.



# DOCTOR OF PSYCHOLOGY

## REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

The Psy.D. is respected as one of the highest earned professional degrees in this country. In every college and university where students are trained for professional service, candidates for the Psy.D. are expected to acquire the skills and training that will enable them to become competent psychologists.

Ryokan College is equally concerned with upholding the professional standards demanded of Clinical Psychologists. Candidates are expected to learn the theory and skills to qualify as members of the community of practicing mental health care professionals. The focus of the program is to educate and train students for a professional career in Psychology.

Degrees are conferred after all program requirements and financial obligations have been met. Requirements for graduation are:

### 1. Completion of 52 hours of personal therapy.

In order to graduate with a Doctor of Psychology Degree, you must submit a letter **written on your therapist's letterhead with your therapist's signature and license number** attesting to your successful completion of 52 hours of therapy. This letter may simply state, "(write your name here) received \_\_\_\_\_ hours of psychotherapy during the period \_\_\_\_\_ (month & year) \_\_\_\_\_ to \_\_\_\_\_ (month & year) \_\_\_\_\_." The requirements for the therapy are:

- Therapy must have taken place within 3 years prior to coming into the Ryokan program or during the program.
- Therapy must be provided by one of the following:
  - a Licensed Psychologist
  - a Licensed Marriage, Family Therapist
  - a Licensed Clinical Social Worker
  - a Board Certified Psychiatrist
  - a Registered Psych Assistant
  - a Registered MFT Intern
- All of these listed will carry Registration or License numbers given by the State.
- The type of counseling can be individual, group or conjoint.
- Your therapist does not need to explain, expound or comment on your treatment's success or content.

### 2. Completion of 79 quarter units

(excluding optional 3 unit Supervised Professional Experience)

Academic modules (54 units)

Clinical Techniques (15 units)

Clinical Case Study/Dissertation (10 units)

**GRADUATES IN CLINICAL PSYCHOLOGY, UPON COMPLETION OF THE INTERNSHIP REQUIRED BY THE BOARD OF PSYCHOLOGY OF THE STATE OF CALIFORNIA, ARE ELIGIBLE TO SIT FOR THE CALIFORNIA LICENSING EXAMINATIONS FOR PSYCHOLOGIST.**



# DOCTOR OF PSYCHOLOGY

## COURSE DESCRIPTIONS

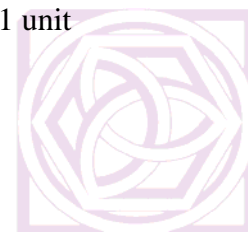
- PSY601 CONTEMPORARY SYSTEMS OF PSYCHOLOGY** 1 unit  
An exploration of past and contemporary systems of psychology and current philosophical thought concerning methodologies. An examination of contemporary psychological techniques in terms of their historical context.
- PSY605 PHYSIOLOGICAL PSYCHOLOGY** 2 units  
A study of the physiological and neurological correlates of behavior. Emphasis on central nervous system determinants of human behavior and organic bases of psychopathology.
- PSY609 BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY** 3 units  
A life cycle study. The biological, psychological and social development of individuals and families through the life span. The impact of the experiences of childbirth, early childhood, adolescence, adult life, aging and death.
- PSY611 PSYCHOTHERAPEUTIC DIAGNOSTICS** 8 units  
A survey of the major mental health disorder categories of psychopathology as described in the DSM-IV-TR with emphasis on the issues of symptomatology, etiology, differential diagnosis, prognosis, therapeutic intervention including psychosocial and cultural issues. An examination of the interface between psychopathology and the therapeutic strategies, problem formulation and crisis intervention. Future trends of the DSM are also discussed.
- PSY616 PSYCHOLOGICAL TESTING AND ASSESSMENT** 8 units  
This course is a survey of the applications, development, history, psychometric properties, research, and theories of the process of psychological testing and assessment. Key psychological tests, including clinical, cognitive, forensic, medical, neuropsychological, and personality tests are discussed. The ability to administer and interpret certain psychological tests is covered. Ethics and legal concepts related to psychological testing and assessment are also addressed.
- PSY621 HUMAN SEXUALITY (SEX THERAPY)** 1 unit  
An examination of the physiological, psychological and socio-cultural aspects of human sexuality with a focus on therapeutic interventions for sexual disorders and dysfunctions. Clinical case presentations.
- PSY625 PROFESSIONAL ETHICS AND LAW** 2 units  
A study of ethical principles for psychologists. Includes a review of current law, APA standards and policies of California's Board of Psychology.
- PSY675 CHILD ABUSE** 1 unit  
Prevention, intervention, reporting and treatment.
- PSY677 SUBSTANCE ABUSE** 1 unit  
Assessing and treating alcoholism, drug addiction and other forms of chemical substance dependency.





# DOCTOR OF PSYCHOLOGY

- PSY631 BEREAVEMENT COUNSELING** 2 units  
An exploration of how to cope with grief. Loss, grief and stress as related to the family unit. The effects of family dynamics on the grieving process.
- PSY635 GROUP PROCESS** 3 units  
A group experience in the basic counseling skills of empathetic listening, confrontation and immediacy. A study of the nature of the therapeutic relationship. Methods of group interventions from a variety of theoretical perspectives. Students actively participate in the process as client/patient, psychologist, or group facilitator.
- PSY641 PSYCHOANALYTICAL THERAPY** 8 units  
An overview of psychoanalytic theories. Understanding the concepts of transference and counter-transference and dream work. An in-depth study of the development of personality and psychopathology, including an exploration of contributions in the areas of object relations, ego psychology, and self-psychology from the perspectives of Freud, Melanie Klein, Bion, Winnicott and others. An examination of developmental diagnosis with a focus on differentiating borderline, narcissistic and neurotic conditions.
- PSY615 RESEARCH METHODS** 3 units  
An in-depth study of research methodology and statistics. The study of the construction, measurement, statistical analysis and application of these methods in problem solving and clinical case study research.
- PSY611 CONTEMPORARY INTERVENTIONS** 3 units  
Contemporary Interventions addresses the need for students to be exposed to what is new in the profession, improvements in clinical application/techniques and updates and growth of existing modalities. An intensive case conference study focusing on the process of bringing theory and clinical practice together in preparation for the Clinical Case Study. An opportunity for the student to hone diagnostic skills with the formulation of a treatment plan and rationale based upon his/her clinical-theoretical perspective. The module will also explore Group Process so that group theory, process and application will be integrated in a relevant manner.
- PSY671 PSYCHOPHARMACOLOGY** 3 units  
A study of psychotropics and their impact upon psychological disorders, the categories of psychotropics and their utilization in treatment. An introduction to clinical psychopharmacology and the ethical and legal considerations.
- PSY614 DOMESTIC VIOLENCE** 2 units  
Assessment, detection and intervention strategies for spousal and/or partner abuse.
- PSY613 AGING AND LONG TERM CARE** 1 units  
The study of the psychological problems in aging including disorders of old age, infirmities, and involvement with long term care.
- PSY680 TREATMENT PLANS** 1 unit  
Clinical management of psychopathology.





# DOCTOR OF PSYCHOLOGY

**PSY681 CLINICAL TECHNIQUES** 15 units  
Introduction to diagnosis and psychotherapeutic handling of clinical cases. Evaluation of different theoretical orientations and interventions. Clinical presentations by students and faculty. Faculty will facilitate student involvement with case vignettes.

**PSY696 DISSERTATION PROPOSAL PREPARATION** 1 unit  
The goal of the case study proposal class is the submission of the student's proposal, outline and sample references within one week after the end of the last class meeting.

**PSY699 CLINICAL CASE STUDY/DISSERTATION** 10 units  
The Clinical Case Study Dissertation is a Capstone Project for the doctoral program and is equivalent to the doctoral dissertation in a Ph.D. program. It demonstrates recognizable skills and abilities to present a clinical case for review and to formulate a diagnosis and treatment plan based on a real past or present client that the therapist has seen a minimum of 11 times.

**PSY700 SUPERVISED PROFESSIONAL EXPERIENCE** 3 units  
*Pre-Doctoral Board of Psychology Hours*  
For those students who elect to apply at least 120 hours or more to earning an additional three unit maximum credit in Supervised Profession Experience, a fee of \$350.00 will be assessed for evaluation and documentation.

## ELECTIVES

**PSY600 ACADEMIC WRITING SKILLS** 1 unit  
During the doctoral program, students earn course credit in most classes based on written assignments culminating in the Clinical Case Study Dissertation. This one unit course teaches proper format, grammar, sentence structure, outline design, and reference citations.

**MARKETING YOUR SELF AND YOUR PRACTICE** 1 unit  
Course will cover advertising, marketing, resumes and cvs, creating a business plan and building your skills. Selling yourself is a necessary fact of doing business, and you are the product! You are selling yourself more so than in most types of business because your expertise, personality and looks make up what others buy. Altruistic goals won't "cut" it by themselves, good intentions to make the world a better place and a willingness to help other won't allow you the type of living you need to reward your efforts UNLESS people pay you for them. Therapy is a "word of mouth" referral business; the secret is how to generate your name in lots of mouths consistently over a long period of time by understanding that your practice is a business; you must sell yourself; you must define your niche, your consistency of effort is rewarded, and these create opportunities.

**MEDIA RESOURCES AND RESEARCH** .5 unit  
Course introduces students to a variety of resources necessary for critical research, including internet libraries, scholarly resources, and online and/or campus academic support systems.



# DOCTOR OF PSYCHOLOGY IN M.F.T.

## DOCTOR OF PSYCHOLOGY IN MARRIAGE FAMILY THERAPY (PSY.D.)

**Licensed Therapists use this program to expand their knowledge, increase the value of their services and earn the prestige of a doctoral degree.** With an emphasis on Marriage Family Therapy, this program explores a higher level of skills and knowledge than found on a Master's level. Course work qualifies for CEUs with the Board of Behavioral Sciences.

### ADMISSION REQUIREMENTS

Admission requirements and procedures have been designed to maximize the chances that students selected for participation in this program have the potential to satisfy the requirements of a doctoral program. Applicants must possess a Master's degree in Counseling Psychology, Professional Counseling, Marriage Family Therapy or Social Work, from an approved or regionally accredited school, and be a intern or licensed therapist. Students must also include, apart from the established curriculum, an extended period of personal or group therapy simultaneous with their residency in the program, unless they can validate completion of a minimum of 52 hours of personal therapy within three years of entering the program.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility. Applicants submit a formal application, along with the application fee and a written autobiography detailing academic achievement, experiential learning background, career goals and expectations for achieving those goals. The Admissions Committee reviews that data and the transcripts of prior graduate-level academic work, and determines the applicant's admission status. Applicants may be accepted conditionally, provisionally or unconditionally.

### PROGRAM OBJECTIVES

Doctoral students whose goal is a Doctor of Psychology in Marriage Family Therapy (Psy.D.), matriculate through a structured curriculum and instruction may be complemented by optional hours of fieldwork. The schedule enables students to concentrate on one specialized area of study at a time and makes possible the achievement of the doctoral degree in one calendar year.

### REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY IN MARRIAGE FAMILY THERAPY

Candidates are expected to learn the theory and skills to qualify as members of the community of practicing mental health care professionals. The focus of the program is to expand and the scope of the licensed therapist for a professional career in Psychology.

Degrees are conferred after all program requirements and financial obligations have been met. Requirements for graduation are:

1. Completion of 26 hours of personal therapy or a Professional Consultation Group if you haven't had it in the last 3 years.
2. Completion of 48 quarter units.

Academic course (38 units)

Clinical Case Study/Dissertation (10 units)



# DOCTOR OF PSYCHOLOGY IN M.F.T.

## COURSE DESCRIPTIONS

### PSYD/MFT771 PSYCHOPHARMACOLOGY

3 units

This course provides the evaluation of the response to psychotropic compounds including effects and side effects as well as knowledge of the psycho pharmacology of classes of drugs commonly used to treat mental disorders. Topics will include geriatric pharmacology, medication assisted treatment of substance use disorders, psychopharmacology and the psychobiology of ethnicity, child and adolescent clinical psychopharmacology with major issues of ADHD, bipolar diagnoses, depression, anxiety disorders and significant risks involved in medicating children and adolescents. The course goal is to provide training to collaborate with Physicians.

### PSYD/MFT716 CLINICAL CASE STUDY DISSERTATION WORKSHOP

1 unit

Attendance required in 12 once a month sessions during the year long program. The student uses this workshop to answer all questions about the process and enables the student to accomplish the dissertation.

### PSYD/MFT703 PHYSIOLOGICAL PSYCHOLOGY

2 units

A study of the physiological and neurological correlates of behavior. Emphasis on central nervous system determinants of human behavior and organic bases of psychopathology.

### PSYD/MFT704 BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY

3 units

A life cycle study explores the biological, psychological and social development of individuals and families through the life span with the impact of the experiences of childbirth, early childhood, adolescence, adult life, aging and death.

### PSYD/MFT705 PSYCHOTHERAPEUTIC DIAGNOSTICS

6 units

Reviews the major categories of psychopathology as described in the DSM with emphasis on the issues of symptomatology, etiology, prognosis, psychosocial and psychopharmacological treatment. Diagnosis of problem formulation and crisis intervention. An examination of the interface between pathology and the therapeutic strategies.

### PSYD/MFT706 ADVANCED HUMAN SEXUALITY

3 units

The Paradigms of Modern Sex and Marital Therapy will be explored along with a Model of Human Sexual Response with Physiological and Psychological Dimensions, including Sexual Function/Dysfunction and Sexual Potential in actualization of Eroticism and Intimacy with its concepts and models. A Clinical Model of Intimacy will be explored with its Clinical process, Concepts, and Treatment Issues ranging in the Individual Dimensions of Intimacy and Sexuality.

### PSYD/MFT711 PSYCHODYNAMIC TREATMENTS

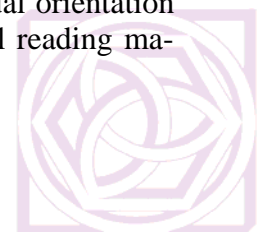
4 units

Psychodynamic, Cognitive Behavioral & Behavioral Treatments approaches are explored.



# DOCTOR OF PSYCHOLOGY IN M.F.T.

- PSYD/MFT709 BEREAVEMENT COUNSELING** 2 units  
Explores how to cope with grief, loss and stress as related to the family unit. The effects of family dynamics on the grieving process are revealed.
- PSYD/MFT702 FORENSIC REPORT WRITING** 1 unit  
Writing reports for agencies, court and legal audiences.
- PSYD/MFT710 GROUP PSYCHOTHERAPY** 3 units  
A group experiences the basic counseling skills of empathetic listening, confrontation and immediacy amid a study of the nature of the therapeutic relationship with methods of group interventions from a variety of theoretical perspectives. Students actively participate in the process as client/patient, psychologist, or group facilitator.
- PSYD/MFT712 RESEARCH METHODS** 3 units  
Gives an in-depth study of research methodology and statistics as well as the study of the construction, measurement, statistical analysis and application of these methods in problem solving and clinical case study research.
- PSYD/MFT713 CONTEMPORARY INTERVENTIONS** 3 units  
Contemporary Interventions addresses the need for students to be exposed to what is new in the profession, improvements in clinical application/techniques and updates and growth of existing modalities. An intensive case conference study focusing on the process of bringing theory and clinical practice together in preparation for the Clinical Case Study. An opportunity for the student to hone diagnostic skills with the formulation of a treatment plan and rationale based upon his/her clinical-theoretical perspective. The module will also explore Group Process so that group theory, process and application will be integrated in a relevant manner.
- PSYD/MFT707 EVIDENCE BASED TREATMENT** 1 unit  
Course orients students being able to develop a Treatment Plan that reflects evidence based intervention required of all clinicians more or less in the coming years.
- PSYD/MFT714 SOCIAL BASIS FOR BEHAVIOR** 1 unit  
Course provides an in-depth review of research and theory about individual social behavior as well as the basis for group social behavior. Course includes historical perspectives, perception and attitude change, self definition, social cognition, group dynamics and the role of environment in the development/expression of emotions.
- PYSD/MFT708 GENDER ROLES** 1 unit  
Course offers emerging sexual orientation issues. Current issues and research findings concerning the psychology of gender, competing theoretical models of gender differences and a review of empirical findings that support or fail to support common beliefs about gender. Issues pertinent to gender such as parenting, work and sexual orientation (Lesbian-Gay-Bisexual-Transgender-Queer), are explored in supplemental reading material that provide more in-depth examinations of specific topics.



# DOCTOR OF PSYCHOLOGY IN M.F.T.

## PSYD/MFT715 TREATMENT PLANS

1 unit

This course involves a didactic and experiential teaching format. Students will be introduced to the concept of problem-based treatment planning. The interrelationship of proper documentation, treatment planning, and practice strategy will be emphasized. The importance of establishing clear and concise diagnostic criteria will be introduced in conjunction with the proper assessment of the patient's strengths and weaknesses, diagnostically speaking. Given the nature of the problem and the clinician's assessment formulation, the parameters of the most efficacious treatment approach available will be explored. In this context, the "how to" of designing and then implementing an appropriate treatment plan will be explored, with particular emphasis on the establishment of suitable treatment goals and objectives in accordance with the need for quantifiable data and ongoing review.

## PSY696 DISSERTATION PROPOSAL PREPARATION

1 unit

The goal of the case study proposal class is the submission of the student's proposal, outline and sample references within one week after the end of the last class meeting.

## PSYD/MFT717 CLINICAL CASE STUDY/DISSERTATION

10 units

The Clinical Case Study Dissertation is a Capstone Project for the doctoral program and is equivalent to the doctoral dissertation in a Ph.D. program. It demonstrates recognizable skills and abilities to present a clinical case for review and to formulate a diagnosis and treatment plan based on a real past or present client that the therapist has seen a minimum of 11 times.



*Career Services*  
*Housing*  
*Leave of Absence*  
*Library Facilities*  
*Transcripts*  
*Records*  
*Attendance*  
*Withdrawal*  
*Standards for Student Achievement*  
*Test of English as a Foreign Language*  
*Student Services*  
*Student Complaint Process*  
*Transfer Credits*

# M I S C E L L A N E O U S







# MISCELLANEOUS

## **CAREER SERVICES**

Placement assistance is provided. However, it is understood that the School does not and cannot promise or guarantee neither employment nor level of income or wage rate to any Student or Graduate.

## **HOUSING**

Ryokan College offers no residential facilities for its students, faculty or administrative staff.

## **LEAVE OF ABSENCE**

Students who find it necessary to "drop out" for one or more months may petition to the Registrar for a Leave of Absence. Leaves may be granted for illness, family problems and work-related situations in a maximum of 6 month increments before re-applying for another Leave of Absence. A moratorium on tuition payments will be arranged, if requested during the leave period. Upon returning to active status, the student will continue matriculation from the point of departure.

## **LIBRARY FACILITIES**

Students access the excellent resources of the online library that includes the APA Journal database as well as other databases. Search software and automatic savings of newly published material on chosen subjects are available as well as proper format (cite references) bibliographies and references.

The campus library is constantly growing from donated books, as well as those purchased on the recommendations of students and teachers. Although the number of books and periodicals is limited, these materials reflect the interests of the college community.

## **TRANSCRIPTS**

All transcripts issued by RYOKAN COLLEGE adhere to the Family Rights and Privileges Act of 1974. Transcripts are issued upon written request from the student to authorize the release of information.

The College does not issue transcripts, grant certification, or awards degrees until all financial obligations to the College are satisfied.

## **STUDENT RECORDS**

Student transcripts are maintained indefinitely under reference: 94900.

- a) Ryokan College shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.
- b) Ryokan College shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following: (1) The degree or certificate granted and the date on which that degree or certificate was granted. (2) The courses and units on which the certificate or degree was based. (3) The grades earned by the student in each of those courses.



# MISCELLANEOUS

## ATTENDANCE

We recognize that individuals can become ill and that personal emergencies can occur. In case of absence, it is the student's responsibility to obtain the class material missed from classmates or the instructor. If the absence is planned, the student has the responsibility to notify the instructor for instructions how to make up the absence.

Students are allowed one absence per month with the following exceptions: it is the instructor's discretion whether such absences can be rectified with additional assignments.

### Bachelor of Arts

Undergraduate students are allowed **three (3) excused absences per class per quarter**. Students who miss more than three (3) classes are required to repeat the entire course at additional cost.

### Master of Arts

Students are allowed **one (1) excused absence per month for each class**. Missing more than one (1) evening session of class or missing the daylong session or more than four (4) hours of the daylong means that the course must be repeated.

### Doctor of Psychology

Students are allowed **one (1) excused absence per month for each class**. Missing more than one (1) evening session of class or missing the daylong session or more than four (4) hours of the daylong means that the course must be repeated.

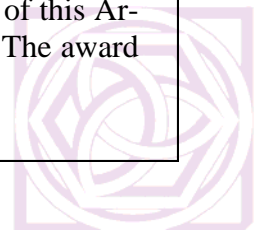
**Students who need to repeat a class do so at additional cost.** The fee will be prorated in accordance with the tuition schedule in effect at the time of the make-up.

In cases of absence or personal emergency which prevent a student from completing or even undertaking a given module, the student has two options:

1. If requirements for completion are minimal, with the instructor's consent, make-up sessions or papers may be arranged.
2. If the absence involves a complete module or a major portion of a module, the student may make up that class when it is offered again (perhaps several months later).

## ARBITRATION AGREEMENT

Any dispute arising from enrollment at Ryokan College no matter how described, pleaded or styled, shall be resolved by binding arbitration under the Federal Arbitration Act conducted by the American Arbitration Association ("AAA") at Los Angeles, California, under its Commercial Rules. All determinations as to the scope, enforceability of this Arbitration Agreement shall be determined by the Arbitrator, and not by a court. The award rendered by the arbitrator may be entered in any court having jurisdiction.



# MISCELLANEOUS

## **STANDARDS FOR STUDENT ACHIEVEMENT**

Instruction is offered in small group environments. In that educational atmosphere, instructors are able to observe the progress of all their students. Instructors prepare a narrative evaluation of each student according to the following criteria:

- Mastery of course content,
- Oral and written skills,
- Class participation and interpersonal skills,
- Clinical skills (where applicable),
- Other pertinent criteria.

There are no tests; however, there is an emphasis on written assignments. At the undergraduate level, students may be required to write a paper per week in some classes. Other classes require a term paper or project. At the graduate level, most classes require research papers. Some graduate classes require two or three papers per 3-month module. The number of papers depends upon the nature of the course and the teacher's plan of instruction.

All undergraduates are required to submit a Senior Paper. While no thesis is required of M.A. students in Psychology and Counseling Psychology, they will have written no less than 18 term papers during their matriculation. Psy.D. students, in addition to term papers, culminate their process with a Clinical Case Study Dissertation.

## **TRANSFER OF CREDITS**

Ryokan College may accept transfer credits from other programs, but this is a complicated issue because of the following criteria:

- Ryokan College has specific core courses that cannot be substituted by courses from other schools.
- Courses from other colleges vary in units requirements, scope of study or emphasis.
- Courses that seem identical often pertain to different levels of education (Bachelor, Master or Doctoral) and have textbooks that may be written for a lower level of study.

In summary, transfer of credits is determined on an individual basis. Because of the above issues, the Admissions Committee, upon submission of the Application and Application Fee, will consider transfer credit if the students submits the following:

- (1) Course Descriptions submitted in course catalog.
- (2) Syllabus of the course.
- (3) Official transcripts.

## **TRANSFER OR ARTICULATION AGREEMENTS**

This institution has not entered into a transfer or articulation agreement with any other college or university.



# MISCELLANEOUS

## **TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT RYOKAN COLLEGE**

The transferability of credits you earn at Ryokan College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Ryokan College to determine if your (credits or degree, diploma or certificate) will transfer. 94909(a)(15)

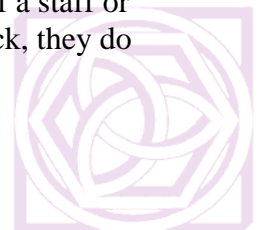
## **STUDENT COMPLAINT PROCESS**

Any student or group of students with a complaint, concern, or criticism of an instructor or other student should feel free to process that discontent. We ask that you formalize the process by stating the problem in written form (letter or petition). This procedure should be followed at all times:

1. Talk to the instructor or student involved in the problem. Permit him/her to read the statement and respond to it.
2. If satisfaction is not achieved by communicating directly with the instructor or other their for resolution. The Academic Chair registers the complaint with the Administration and a copy is placed in the Student Complaint File with an index number.
3. If the problem is not resolved, the student must forward the written statement along with a written account of what resulted during steps 1 and 2 to the College President who will form a Administrative/Faculty Review Committee to assess the complaint/concern/criticism.
4. The Administrative/Faculty Review Committee will study the documentation and if necessary, may interview the instructor and the student/s involved. Resolution by the Faculty Review Committee will be final.

Please be aware that this process has multiple purposes and goals:

- Professional therapy requires a professional, integral, direct approach when dealing with people. This means taking the practical courageous first step to converse clearly and reasonably.
- A person has the inherent right to know their accuser. This is a fair heart approach to the basic concept of individual freedom and consideration for such freedom.
- A step-by-step procedure deflates an issue of personal volatile emotions that tend to obstruct or cloud true communication. A step-by-step approach assures higher success for discovering the best solution.
- The Process is the proper form of feedback in a student/teacher relationship. If a staff or faculty member at Ryokan College cannot handle or value the worth of feedback, they do not belong here.



# MISCELLANEOUS

## STUDENT SERVICES

As a humanistic institution with a policy of open access to administrators, counselors, etc., students have more one-to-one counseling - academic, personal, career - at this institution than at most others. Students are aware that faculty and administrators are available for spontaneous or planned counseling sessions. With a focus on licensure for Marriage and Family Therapists and/or Psychologist, this institution is in constant contact with the State of California regulatory agencies licensing those professions. Representatives from Ryokan attend all public meetings of those agencies. Thus, students are counseled and kept aware of all changes in laws and regulations pertaining to their education and their future as professionals.

## HOUSING

The College has no housing office and offers no assistance in finding housing for its adult students for its evening and weekend classes. Ryokan College does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance.

## STUDENT RECORDS

Policies on the retention of student records. 94900.

- (a) Ryokan College shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.
- (b) Ryokan College shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following:
  - (1) The degree or certificate granted and the date on which that degree or certificate was granted.
  - (2) The courses and units on which the certificate or degree was based.
  - (3) The grades earned by the student in each of those courses.

94900.5.

Ryokan College shall maintain, for a period of not less than five years, at its principal place of business in this state, complete and accurate records of all of the following information:

- (a) The educational programs offered by the institution and the curriculum for each.
- (b) The names and addresses of the members of the institution's faculty and records of the educational qualifications of each member of the faculty.
- (c) Any other records required to be maintained by this chapter, including, but not limited to, records maintained pursuant to Article 16 (commencing with Section 94928).

94900.7. The recordkeeping requirements of this article shall not apply to an institution that is accredited, if the recordkeeping requirements of the accrediting organization are substantially similar to the recordkeeping requirements of this article, as determined by the bureau.



## **TEST OF ENGLISH AS A FOREIGN LANGUAGE**

All instruction is in English and all papers, projects, and dissertations must be written in English. Applicants for whom English is a second language will be required to demonstrate a mastery of English language by taking the Test of English as a Foreign Language (TOEFL) examination and achieving a score of at least 550.



*Bachelors*  
*Masters*  
*Doctoral*  
*Miscellaneous & Additional Fees*  
*Refund Policy*  
*Student's Right to Cancel*  
*Withdrawal*  
*Student Tuition Recovery Fund*

# FEES & TUITION







# FEES, TUITION & PAYMENT PLANS

## PAYMENT PLANS & FEES

Application Fee (non-refundable) \$ 50.00

Deposit (reserves a place in the program & applies towards tuition) \$ 750.00  
\$250 of the deposit is non-fundable.

### DISCOUNT ON PAYMENT OF FULL TUITION

Students who pay 100% of the tuition before the first day of classes receive a 5% discount.

### RYOKAN COLLEGE INSTALLMENT PLAN

Many students take advantage of the Installment Plan because it's simple and there is no interest charge. The number of payments is divided equally over the course of the program (Bachelor, Master or Doctorate) and depending upon the amount of money students initially deposit to hold a place in the program, students would pay a monthly fee within these following ranges:

Bachelor	\$500-700 per month
Master	\$700-1150 per month
Doctorate	\$830-1300 per month

These monthly payments can be made by cash, check or credit card (Visa & MasterCard, American Express).

### RYOKAN EXTENDED PAYMENT PLANS

This plan works similar to the Ryokan regular installment plan except for two major differences: payments are extended beyond the graduation date and a 3-4% interest fee is charged. In this plan, Ryokan College contracts with an outside firm to track student payments. The benefit to the student lies in lowering the monthly payments (30-50%) below levels of the regular installment plan.

### SCHOLARSHIP LIMITED PAYMENT PLANS

Ryokan College does offer a few limited payment plans each year that reduce a student's monthly payments to smaller payments spread over a longer time. Because we are a small school, these limited payment plans are awarded to only a few students per year. Special application, credit history and financial information must be supplied.

### STUDENT LOANS

Ryokan College does not offer student loans from federal and state financial aid programs and does NOT offer consumer information that is required to be disclosed to the student pursuant to the applicable federal and state financial aid programs – 94909(a)(10) for Title IV schools. Students may seek other sources for private loans.



# TUITION & PAYMENT PLANS 2012

full payment before 1st day of class earns 5% discount. You save:	# OF UNITS	UNIT COST	Minimum Length of program	PROGRAM	TOTAL TUITION	Deposit to reserve your place in the program (\$250 is non- refundable)	# of payments	Reg. Monthly Payment Installment Plan (no interest)	Monthly payments during program & 1 yr. beyond graduation
\$300	46	\$130	3 quarters (36 weeks)	Bachelor of Arts in Human Behavior	\$6,000	\$750	9	\$583	not available
\$1,200	96	\$250	24 months	Master of Arts Professional Counselor (LPCC)	\$24,000	\$750	24	\$969	676
\$1,125	90	\$250	24 months	Master of Arts in Counseling Psychology (MFT)	\$22,500	\$750	24	\$906	\$633
\$202	12	\$336	5 months	Certificate in LGBTQ Mental Health	\$4,032	\$750	5	\$656	not available
\$823	49	\$336	1 year coursework (option 15 mos w/dissertation)	Doctor of Psychology in Marriage Family Therapy (Psyd)	\$16,450	\$750	15	\$1,047	\$675
\$480	32	\$300	1 year (12 mos.)	Certificate in Spiritual Psychology	\$9,600	\$750	12	\$738	\$380
\$915	61	\$300	2 years (24 mos.)	MA in Spiritual Psychology	\$18,300	\$750	24	\$731	\$511
\$1,470	79	\$372	2 years (24 mos.)	Doctor of Psychology in Clinical Psychology (Psyd)	\$29,400	\$750	24	\$1,194	\$834
\$2,205	122	\$361	3 years (36 mos.)	Combo M.A. in Psychology & PsyD in Clinical Psychology	\$44,100	\$750	36	\$1,204	\$960
\$720	48	\$300	18 months	Master of Arts in Business Psychology	\$14,400	\$750	18	\$758	\$473
Additional Estimated Expense: Textbook expense = \$1,000-2,000/year; Thesis & Dissertation = \$375 minimum for Advisor Consultation; For Licensing programs (M.F.T. & Psy.D.) = 52 hours of personal therapy; Post Coursework Writing Recess for Senior Paper, Thesis or Dissertation = \$100 per month; California Student Tuition Recovery Fee=\$2.50 per \$1,000 of tuition (\$15-150).									(no prepayment penalty so you may pay balance at anytime)

ESTIMATED TOTAL FEES, BOOKS & TUITION		Registration Fee non refundable	STRF Fee* non refundable	Text books estimated	Tuition (see payment plans)	Personal Therapy (if applicable)	Dissertatio n Advisor (if applicable)	Graduation Fee	Estimated Total Financial Commitment
Bachelor of Arts in Human Behavior		\$50.00	\$15.00	\$800.00	\$6,000			\$200	\$7,065
Master of Arts Professional Counselor (LPC)		\$50.00	\$60.00	\$1,500.00	\$24,000	\$1,300		\$200	\$27,110
Master of Arts in Counseling Psychology (MFT)		\$50.00	\$57.50	\$1,500.00	\$22,500	\$1,300		\$200	\$25,608
Certificate in LGBTQ Mental Health		\$50.00	\$10.00	\$800.00	\$4,032			\$200	\$5,092
Doctor of Psychology in Marriage Family Therapy (PsyD)		\$50.00	\$40.00	\$1,500.00	\$16,450	\$650	\$375	\$200	\$19,265
Certificate in Spiritual Psychology		\$50.00	\$25.00	\$800.00	\$9,600			\$200	\$10,675
MA in Spiritual Psychology		\$50.00	\$45.00	\$1,500.00	\$18,300			\$200	\$20,095
Doctor of Psychology in Clinical Psychology (PsyD)		\$50.00	\$72.50	\$2,000.00	\$29,400	\$1,300	\$375	\$200	\$33,398
Combo M.A. in Psychology & PsyD in Clinical Psychology		\$50.00	\$110.00	\$2,000.00	\$44,100	\$1,300	\$375	\$200	\$48,135
Master of Arts in Business Psychology		\$50.00	\$35.00	\$1,500.00	\$14,400			\$200	\$16,185

\*The STRF fee is a one time charge mandated by California State Law, is collected from the student (California Residents Only) and given to the State of California. This payment serves as an insurance for recovery of tuition. Please see the explanation of Student Tuition Recovery Fund in the catalog.

# FEES, TUITION & PAYMENT PLANS

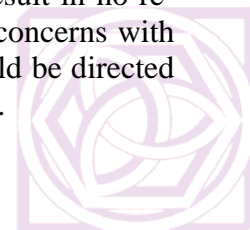
## ADDITIONAL ESTIMATED COSTS

Application Fee .....	\$ 50.00
Registration Fee (Included in deposit & non-refundable) .....	\$ 250.00
Late Registration Fee .....	\$ 25.00
Late Drop/Add Fee .....	\$ 50.00
Late Tuition Payment Fee (10 days late) .....	\$ 50.00
Check Return Fee (NSF).....	\$ 25.00
Transcript Fee .....	\$ 10.00
Re-enrollment Fee (For deactivated students only) .....	\$ 500.00
Supervised Professional Experience Documentation .....	\$ 350.00
<i>(for Doctoral program interns)</i>	
Writing recess fee .....	\$100.00/month
<i>(Writing recess is for students who have completed all their coursework and need additional time in which to complete their Senior Paper, Thesis or Clinical Case Study Dissertation)</i>	
Transfer fee between Online/On campus courses or programs .....	\$100.00
Graduation Processing and Diploma Fee.....	\$ 200.00
<i>(Required of all students regardless of participation in the Commencement Ceremony.)</i>	
Estimated Textbook expense .....	\$1,500/year
Thesis or Dissertation Advisor fee .....	\$375.00
	minimum

For Licensing programs (M.F.T. & Psy.D.) = 52 hours of personal therapy either within 3 year prior to enrollment or by the time students graduate from Ryokan College. The college provides a list of therapists or the student can choose a licensed therapist in an individual or group setting.

## REFUND POLICY

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. Refund is computed upon receipt of written notice of withdrawal from the College. The institution's refund policy is in compliance with Section 94312, California Education Code. The College shall, for all students, without penalty or obligation, refund 100 percent of the amount paid toward tuition, less application fee and deposit, not in excess of \$250.00 if notice of cancellation or withdrawal is made prior to or on the first day of instruction. All students withdrawing after completion of 60 percent or less of the course/quarter/program of instruction shall be given a pro rata refund, in compliance with Education Code Section 94312(d). Withdrawal after completion of 60 percent of the course/quarter/program may well result in no refund being tendered by the College to the student. Any questions, problems, or concerns with this school or its fiscal policies which have not been satisfactorily answered should be directed to the Bureau for Private Postsecondary Education, Sacramento, California, 95814.





# FEES, TUITION & PAYMENT PLANS

## STUDENT'S RIGHT TO CANCEL

1. The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the program.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: Ryokan College, 11965 Venice Blvd., #304, Los Angeles, CA. 90066. This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

## WITHDRAWAL FROM THE PROGRAM

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the period of attendance. The student has the right to withdraw from school at any time and receive a refund for that part of the program not taken for which the student has paid. The amount of that refund is to be "pro-rated" according to the not completed portion of the program less the cost of any equipment returned in good condition (good condition does not include equipment that a seal is broken, log-on occurred, or is marked or damaged in any way) and a registration or administration fee not to exceed \$250.00. The refund is to be paid within 45 days of withdrawal.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- The student has failed to attend class for 30 days.
- Failure to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. For the purpose of determining when the refund must be paid, the student shall be deemed to have withdrawn at the end of 30 days.

The withdrawal and refund policy is consistent with the requirements of Article 13 (commencing with section CEC 94919). CEC 94909(a)(8)(B).



# FEES, TUITION & PAYMENT PLANS

## STUDENT TUITION RECOVERY FUND

California law requires that, upon enrollment, a fee be assessed in relation to the cost of tuition (Education Code Section 94944). These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

As of January 1, 2010, California Education Code Section 94945 requires the college to collect a fee from every new student to be remitted into the California Student Tuition Recovery Fund (STRF). This fund is administered by the State of California's Bureau for Private Postsecondary Education. The amount of the fee is \$2.5 per \$1,000 of tuition paid rounded to the nearest \$1,000. Students are not required to pay the STRF fee if tuition is funded by a third-party payer such as an employer or government program, or if students are not a California resident. Students will not be eligible for payment from the STRF if students fall into these categories. California Education Code 94944 governs STRF payment eligibility.

It is important that enrollees keep a copy of any enrollment agreement, contract, or application to document enrollment; tuition receipts or cancelled checks to document the total amount of tuition paid; and records which will show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF, which to be considered, must be filed within 60 days following school closure. For further information or instruction, contact: Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798-0818, toll free 888 370-7589, 916 431-6959.

STRF	STRF Fee*	Tuition (see payment plans)
	non refundable	
Bachelor of Arts in Human Behavior	\$15.00	\$6,000
Master of Arts Professional Counselor (LPC)	\$60.00	\$24,000
Master of Arts in Counseling Psychology (MFT)	\$57.50	\$22,500
Certificate in LGBTQ Mental Health	\$10.00	\$4,032
Doctor of Psychology in Marriage Family Therapy (PsyD)	\$40.00	\$16,450
Certificate in Spiritual Psychology	\$25.00	\$9,600
MA in Spiritual Psychology	\$45.00	\$18,300
Doctor of Psychology in Clinical Psychology (PsyD)	\$72.50	\$29,400
Combo M.A. in Psychology & PsyD in Clinical Psychology	\$110.00	\$44,100
Master of Arts in Business Psychology	\$35.00	\$14,400

The STRF fee is a one time charge mandated by California State Law, is collected from the student and given to the State of California. This payment serves as an insurance for recovery of tuition. Please see the explanation of Student Tuition Recovery Fund in the catalog.



# FEES, TUITION & PAYMENT PLANS

## **STUDENT TUITION RECOVERY FUND (continued)**

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

5 CCR §76215(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.





*Administration  
Faculty  
Calendar  
Application Form*

# ADMISSIONS





# ADMINISTRATION & APPLICATION

## **ADMINISTRATION**

<i>President</i>	<i>STEVEN C. ARTHUR, Ed.D.</i>
<i>Vice President of Finance &amp; Board Secretary</i>	<i>KARIN E. ROSS</i>
<i>Chair of Academic Programs</i>	<i>A. SCOTT GREER, Ph.D.</i>
<i>Chair, Department of Human Behavior</i>	<i>STEVEN C. ARTHUR, Ed.D.</i>
<i>Director, Graduate Program in Counseling Psychology</i>	<i>BRUCE GREGORY, Ph.D.</i>
<i>Dean of Students</i>	<i>MIMI HERSH, Ph.D.</i>
<i>Executive Director of Office Operations</i>	<i>ROSALYN E. BOWIE</i>
<i>Registrar</i>	<i>MONICA STEVENSON</i>
<i>Director of Student Services</i>	<i>SARAH REDNOUR, M.A., MFTI</i>
<i>General Counsel of Ryokan College</i>	<i>JACK P. LIPTON, Ph.D., Esq.</i>
<i>Information Technology Manager</i>	<i>ARTHUR CLAYTON</i>

### **BOARD OF DIRECTORS**

*ALLAN COMEAU, Ph.D., Chair of the Board of Directors*  
*SIETZE VANDERHEIDE, Psy.D., Esq., Vice Chair of the Board*  
*STEVE ARTHUR, Ed., President*  
*KARIN ROSS, Secretary of the Board*  
*WENDY CHERRY, Psy.D.*  
*STANLEY GALPERSON, Psy.D.*  
*A. SCOTT GREER, Ph.D.*  
*ROBERT SMITH, Psy.D.*  
*ROSS WILLIAMS, Student Representative*  
*JOHN T. WOLFF*





## *Faculty and Administration*



Altman Frann PsyD.jpg



Anderson Carmen Ps...



Arthur Steve Ed D.jpg



Balashova Shamis P...



Baliotis Vula.JPG



Bowie Roz Exec. Dir...



Clayton Arthur.jpg



Clement Maris MA.jpg



Cohen Joni PhD.jpg



Coleman Victoria Ph...



Diamond Stephen Ph...



Elliott PhD Michael.jpg



Greer Scott PhD.jpg



Gregory Birgitta Psy...



Gregory Bruce PhD.jpg



Gustin Glasser Susa...



Hightower Tess Psy...



Joachim Martha PhD...



Johnson Mark PhD.jpg



Johnson, Mario PsyD...



Jordan Terry LSCW.j...



Kirsch Ann PsyD.jpg



Lichter Roberta PhD.j...



Marcus Andrea PhD....



Mimi Hersh PhD.jpg



Musial Deanna PsyD....



Nabavi Reza PhD.JPG



Penela Valeria PsyD.j...



Post Caron.JPG



Richard Jackie PsyD....



Ross Karin VP Finan...



Ross Symonds Kare...



Ross, Ph.D., Alvin.jpg



Ryan Pat PhD.jpg



Sapriel Lolita MSW.pdf



Shatz Marc PhD.pdf



Smith Robert PsyD.jpg



Stevenson Monica A...



Taylor Madeline PhD....



Young Tigerson PhD....



## ***FACULTY***

This unique faculty is comprised primarily of practicing professionals who add to the instructional process an abundance of ongoing experience. Faculty willingly share their knowledge and skills with students who will one day join them as colleagues.

- Anderson, Carmen**, Bachelor of Arts in Psychology, Minor in Religious Studies, Santa Clara University, Master of Arts in Clinical Psychology, Pepperdine University Doctor of Clinical Psychology, Pepperdine University, articles in peer review publications
- Arizpe, Melissa**, Bachelor of Arts in Psychology/Business Administration, Carthage College, Psy.D., Illinois School of Professional Psychology, Nat'l Register of Health Professional in Psychology, Obesity Action Coalition, American Society for Bariatric Surgery
- Balashova-Shamis, Elena**, Bachelor of Arts in Human Behavior, Ryokan College, Master of Arts in Counseling Psychology, Ryokan College, Doctor of Clinical Psychology, Ryokan College
- Baliotis, Vula**, Bachelor of Arts in Psychology, UC Irvine, Master of Arts in Psychology, Cal School of Professional Psychology, Ph.D. in Psychology, Cal School of Professional Psychology
- Bander, Ricki**, Bachelor of Arts in Psychology, City College, University of New York, Master of Arts in Counseling Psychology and Personnel Work, Ohio State University, Ph.D. in Counseling Psychology, Ohio State University
- Cail, Jessica** Bachelor of Arts in Journalism, Boston University, Master of Arts in Psychology, Boston University, Doctor Degree in Psychology, Boston University
- Camplone, Arthur**, Bachelor of Arts, University of Miami, Master of Arts, Western Kentucky University, Ph.D., Cal Graduate Institute
- Clement, Maris**, Bachelor of Arts in Drama, Rollins College, Master of Arts in Clinical Psychology emphasis MFCC, Pepperdine University, Doctor of Philosophy in Clinical Psychology (ABD), Southern California University
- Joni Cohen**, Bachelor of Science, Nursing, UCLA Master of Nursing, UCLA, Master of Arts in Social Sciences, UCLA, Doctor of Philosophy in Nursing, UCLA, Psychiatric Nurse, MFT
- Coleman, Victoria**, Bachelor of Arts at The University of Iowa in Political Science, Master of Arts at The University of Iowa in U.S. & Latin American History, Master of Science in Education at Northern Illinois University in Counselor Education, Doctor of Education at Rutgers University in Counseling Psychology, former tenured professor Purdue University, 45 national/international referred publications including book, chapters, journal articles, technical reports and curriculum guides.
- Collins, Constance**, Bachelor of Arts in Psychology, Cal State U San Marcos, Master of Social Work, San Diego State University
- Diamond, Stephen**, Bachelor of Arts Interdisciplinary Social Sciences, SUNY Stony Brook, Master of Arts in Marriage Family Therapy, Santa Clara University, Ph.D., Clinical Psychology, Graduate School of Professional Psychology





## ***FACULTY***

- Elliott, Michael**, Bachelor of Arts in Speech Communications, Cal State U, San Francisco, Master of Arts in Speech Communications, Cal State U, San Francisco, Doctoral Degree in Social Psychology, University of Washington Post Graduate Studies in Clinical Psychology at Cal State U, Sacramento, Ph.D. equivalency certified by the California Board of Psychology
- Erdynast, Al**, Bachelor of Science in Electronic Engineering, UCLA, Master of Business Administration in Management Theory, UCLA Doctor of Business Administration in Organizational Behavior, Harvard over 40 articles & cited work in peer review publications and conferences
- Freeman, Lillian**, Bachelor of Arts, San Diego State College, Master of Social Work, UCLA, In process, Institute of Contemporary Psychoanalysis
- Glass, Steven**, Bachelor of Arts in Human Behavior, Ryokan College, Master of Arts in Counseling Psychology, Ryokan College, Doctor of Clinical Psychology, Ryokan College
- Greer, A. Scott**, Bachelor of Philosophy, Monteith College at Wayne State University, Psychology California State University Los Angeles, PhD California Graduate Institute
- Gregory, Brigitte**, Bachelor of Arts, University of Gothenburg, Master of Arts in Counseling Psychology at Ryokan College, Doctoral Degree at California Southern University, Author, [Get Your Relationships Right: Inside and Out](#)
- Gregory, Bruce**, Bachelor of Arts, University of Southern California, Master of Arts in Psychology, Pepperdine University, Doctor of Psychology, United States International University.
- Gustlin-Glasser, Susan**, Bachelor of Arts in Psychology, UCLA, Ph.D., Psychology, California School of Professional Psychology
- Hightower, Tess**, Bachelor of Arts, Antioch University, Master of Arts, Antioch University, Doctor of Clinical Psychology, Ryokan College
- Joachim, Martha**, Bachelor of Arts, UC Berkeley, Master of Arts, UCLA, Doctoral degree, UCLA, Psy.D. and Psychoanalytic Certification at Psychoanalytic Center of California
- Johnson, Mark**, Bachelor of Arts in Psychology, UCLA, Master of Science Clinical Psychology, California State University, Los Angeles, Ph.D. in Educational Psychology, University of Southern California, MFCC, EMDR Certified
- Johnson, Woodruff**, Bachelor of Arts, Psychology & Communications, St. Louis University, Master of Arts Urban Studies, Occidental College, Master of Arts, Counseling Psychology, Ryokan College Doctor of Clinical Psychology, Ryokan College
- Jordan, Terry**, Bachelor of Arts, Antioch University, Master of Arts in Social Work, University of Southern California, Certified in Psychoanalysis Psychotherapy, EMDR Certified



## ***FACULTY***

- Kliger, Jared** Bachelor of Arts in Music, U of California, San Diego, Master of Arts in Counseling Psychology, Ryokan College, Psy.D., Ryokan College
- Lichtenstein, Nancy**, Bachelor of Arts in Human Development, Pacific Oaks College, Master of Arts in Clinical Psychology, Antioch University
- Lichter, Roberta**, Bachelor of Arts, UCLA, Master of Science, University of Southern California, Ph.D., Cal Graduate Institute
- Lokey, Sally**, Bachelor of Arts, Arizona State University, Master of Arts at Pepperdine University, Doctor of Psychology, Ryokan College
- Mestyanek, Marc**, Bachelor of Arts in Psychology, California Polytechnic University, Pomona, Master of Arts in Clinical Psychology, Pepperdine University
- Musial, Deanna**, Bachelor of Arts In History/Psychology, UCLA, Master of Arts in Psychology, Antioch University, Doctoral degree in Clinical Psychology, Ryokan college, Certification in Psychoanalytic Psychotherapy at Los Angeles Institute & Society for Psychoanalytic Studies
- Myers, William**, Bachelor of Science, Stephen Austin State University, Master of Science, Walden University, Documentary regarding Incest
- Nabavi, Reza**, Bachelor of Arts Psychology and Social Behavior, Master of Clinical Psychology, Alliant University, Ph.D., Psychology, Alliant University
- Ross, Karen**, Master of Arts in Clinical Psychology, Immaculate Heart, Ph.D., Psychology, Cambridge School
- Ryan, Patricia**, Bachelor of Arts, SUNY Stony Brook, Master of Arts in Clinical Psychology, St. John's University, Master of Arts Clinical/School/Community Psychology, Hofstra University, Doctor of Clinical/School/Community Psychology, Hofstra University
- Penela, Valeria**, Bachelor of Arts, Universidad de Buenos Aires, Master of Arts in Clinical Psychology, Antioch University, Doctor of Psychology, Ryokan College
- Pollack, Jean**, Bachelor of Science Nursing, Rhode Island College Master of Science Clinical Psychology, Millersville University, Doctoral Degree, Integrated Health Sciences, International University of Professional Studies, EMDR certified consultant
- Post, Caron**, Bachelor of Arts, Psychology, New York University , Ph.D. in Clinical Psychology, New York University
- Sapriel, Lolita**, Bachelor of Arts, French, UCLA, Master of Social Work, University of Southern California
- Seligman, Ross**, Bachelor of Arts in Psychology, Occidental College, Master of Arts in Clinical Psychology, Cal State University, Los Angeles, Ph.D. (ABD) Social Psychology, Claremont Graduate University



## ***FACULTY***

- Shatz, Marc** Bachelor of Arts in Psychology, Queen's College, Master of Arts in Guidance and Counseling, Columbia University, Ph.D. in Psychology, California Graduate Institute
- Shaw, Larry** Bachelor of Arts, Cal State Northridge, Master of Arts, Antioch University, Doctoral Degree, Professional School of Psychological Studies
- Smith, Robert,** Bachelor of Science California Lutheran College, Master of Science, Marital & Family Therapy, Master of Public Administration, California Lutheran University, Doctor of Psychology, Ryokan College
- Sorensen, Thomas,** Bachelor of Science, University of Wisconsin, Master of Science, California American University, Master of Arts in Psychology, Doctor of Psychology, Ryokan College
- Taylor, Madeline,** Bachelor of Arts in Child Development, Cal State Northridge, Master of Arts in Human Development, Pacific Oaks, Doctor of Psychology, Ryokan College
- Von Raffay, Valerie,** Bachelor of Arts in Psychology, University of Hamburg, Germany Master of Arts, University of Hamburg, Germany, Ph.D. in Psychology, California Graduate Institute
- Wing, Lauren,** B.S. Biology/Psychology Double Major, Tufts University, Medford, Massachusetts Ph.D. Department of Psychology, University of Illinois at Chicago, Chicago, Illinois Executive MBA Program, Class XII, Marshall School of Business, University of Southern California
- Young, Tigerson,** Bachelor of Arts in Anthropology, University of Washington, Master of Arts in Psychology, Harvard University, Ph.D. in Clinical Psychology, Capella University, Registered Psychologist in British Columbia and registered in Canadian Register of Health Service Providers



# ADMINISTRATION & APPLICATION

## **START DATES: CALENDAR 2010-2012**

### DEPARTMENT OF HUMAN BEHAVIOR

**Bachelors** Program begins quarterly with classes commencing as follows:

Winter Quarter	2010	January 4—March 23
Spring Quarter	2010	April 5—June 23
Fall Quarter	2010	September 13—November 30
Winter Quarter	2011	January 3—March 22
Spring Quarter	2011	April 4—June 21
Fall Quarter	2011	September 12 —December 6
Winter Quarter	2012	January 2—March 20
Spring Quarter	2012	April 2—June 26
Fall Quarter	2012	September 10—December 4

### DEPARTMENT OF PSYCHOLOGY

#### **Masters / Psychology and Counseling Psychology**

Program begins twice annually:

January

July

#### **Doctoral / Clinical Psychology**

Program begins twice annually:

January

July

#### **Masters/Spiritual Psychology, Business Psychology, Business Administration**

Program begins twice annually:

April

September

### RECOMMENDED HOLIDAYS

	<u>2010</u>	<u>2011</u>	<u>2012</u>
Martin Luther King's Birthday	January 18	January 17	January 16
President's Day	February 15	February 21	February 20
Memorial Day	May 31	May 30	May 28
Labor Day	September 6	September 5	September 3
Thanksgiving	November 25	November 24	November 22

Faculty may elect to hold classes on some of the above dates.



## ***CALIFORNIA MANDATED STATE HOLIDAYS***

November 24, 2011 (Thursday) Thanksgiving Day  
December 26, 2011 (Monday) Christmas (Observance)  
January 2, 2012 (Monday) New Year's Day (Observance)  
January 16, 2012 (Monday) Dr. Martin Luther King, Jr. Day  
February 10, 13, 14, or 17, 2012  
(Friday, Monday, Tuesday, or Friday) Lincoln Day  
February 20, 2012 (Monday) Washington Day  
May 28, 2012 (Monday) Memorial Day  
July 4, 2012 (Wednesday) Independence Day  
September 3, 2012 (Monday) Labor Day  
November 12, 2012 (Monday) Veterans Day (Observance)  
November 22, 2012 (Thursday) Thanksgiving Day  
December 25, 2012 (Tuesday) Christmas  
January 1, 2013 (Tuesday) New Year's Day  
January 21, 2013 (Monday) Dr. Martin Luther King, Jr. Day  
February 8, 11, 12, or 15, 2013  
(Friday, Monday, Tuesday, or Friday) Lincoln Day  
February 18, 2013 (Monday) Washington Day  
May 27, 2013 (Monday) Memorial Day  
July 4, 2013 (Thursday) Independence Day  
September 2, 2013 (Monday) Labor Day  
November 11, 2013 (Monday) Veterans Day  
November 28, 2013 (Thursday) Thanksgiving Day  
December 25, 2013 (Wednesday) Christmas  
January 1, 2014 (Wednesday) New Year's Day  
January 20, 2014 (Monday) Dr. Martin Luther King, Jr. Day  
February 7, 10, 12, or 14, 2014  
(Friday, Monday, Wednesday, or Friday) Lincoln Day  
February 17, 2014 (Monday) Washington Day  
May 26, 2014 (Monday) Memorial Day



## **APPLICATION PROCEDURE**

Once you have submitted an application and \$50 application fee (either by mail, email, fax or website), your enrollment depends upon 4 criteria:

- ☐ Interview (in person for campus programs, by phone for online programs).
- ☐ Submission of an autobiographical statement.
- ☐ Submission of official transcripts.
- ☐ \$750 deposit (\$250 non refundable) to reserve a place in the program.

All of these may take place in any order, yet they must all be fulfilled before enrollment is official.







# ADMISSIONS APPLICATION

(Please type or print legibly in ink.)



## RYOKAN COLLEGE

11965 Venice Boulevard, Suite 304  
Los Angeles, California 90066-3993  
tel:(310)390-7560 fax(310)391-9756  
website:www.ryokan.edu email:admin@ryokan.edu

### PERSONAL INFORMATION

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Tel: H: (\_\_\_\_\_) \_\_\_\_\_ W: (\_\_\_\_\_) \_\_\_\_\_

C: (\_\_\_\_\_) \_\_\_\_\_

Date of Birth: \_\_\_\_\_ SS#: \_\_\_\_\_

\_\_\_\_\_

Gender (government reporting requirement)

Email address: \_\_\_\_\_

☐ Male

☐ Female

Ethnicity (government reporting requirement)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Unknown

### PROPOSED COLLEGE ENROLLMENT

Beginning date (circle & fill): Sept. 20\_\_\_\_ Jan 20\_\_\_\_ April 20\_\_\_\_ July. 20\_\_\_\_

Location (check one):

☐ Online

For Program (check one):

- ☐ Bachelor of Arts in Human Behavior
- ☐ Master of Arts in Counseling Psychology (for MFT License)
- ☐ Master of Arts in Professional Clinical Counseling (for LPC License)
- ☐ Certificate in Spiritual Psychology
- ☐ Certificate in Lesbian/Gay/Bisexual/Transgender Psychology
- ☐ Master of Arts in Spiritual Psychology
- ☐ Master of Arts in Business Psychology
- ☐ Psy.D. for Marriage Family Therapy (Admission requirement: appropriate Masters)
- ☐ Doctor of Clinical Psychology (for Licensed Psychologist) (Admission requirement: appropriate Masters)
- ☐ Combination M.A./Psy.D (Master of Psychology, Doctor of Clinical Psychology, for Licensed Psychologist)
- ☐ M.A.C..P/Psy.D-MFT (Master of Counseling Psychology, Doctor of Marriage Family Therapy, for Licensed Marriage Family Therapy)
- ☐ Continued Education Unit Coursework

(over)

# ADMISSIONS APPLICATION

(Continued)

## PRIOR LEARNING & TRANSCRIPTS

*Please have sealed Official Transcripts of highest degree attained forwarded directly to the College. Students with degrees earned outside of the United States must submit a transcript evaluated by a credentialing service that is a member of NACES (National Association of Credential Evaluation Services). Prospective students for the Bachelor of Arts program can submit evidence of Experiential Learning.*

## AUTOBIOGRAPHICAL STATEMENT

*Please submit a well-written, personal narrative, four or five typed pages, describing who you are, whom you hope to become, and how you came to choose Ryokan College. Include your thoughts and reflections about important lessons you have learned and ways your life has changed. This essay, along with your pre-admission interview, forms a basis for the Admissions Committee's decision and will be handled as a private, confidential communication.*

## PERSON TO NOTIFY IN AN EMERGENCY

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Relationship: \_\_\_\_\_  
(Family Member, Teacher, Employer, Therapist)

## REFERENCE

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Relationship: \_\_\_\_\_  
(Family Member, Teacher, Employer, Therapist)

## AUTHORIZATION & STUDENT SIGNATURE

Signature: \_\_\_\_\_  
today's date

- To apply by regular mail, include this application and a check for the \$50.00 non-refundable application fee made to **RYOKAN COLLEGE**.
- College application and application fee payment by credit card can be made online at [www.ryokan.edu](http://www.ryokan.edu)

## FOR OFFICE USE ONLY

Program \_\_\_\_\_

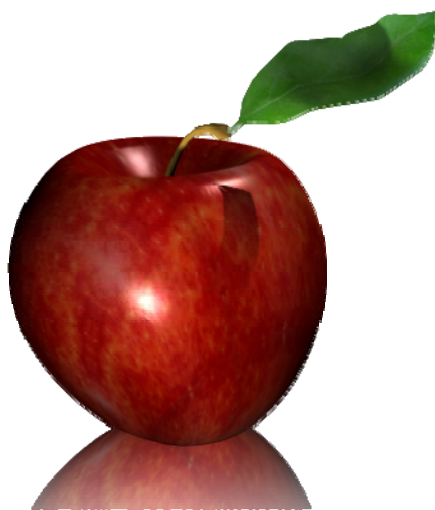
Beginning date \_\_\_\_\_

### Check Received Items Needed for Admission

- ☐ Application fee
- ☐ Autobiographical Statement
- ☐ Interview with Dean
- ☐ Official Sealed Transcript (Prior Learning)

# RYOKAN COLLEGE

## STUDENT HANDBOOK



**Students are responsible for all contents in this handbook regarding common issues to all members of the Ryokan Community.**

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# STUDENT HANDBOOK

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# STUDENT HANDBOOK

## ADMINISTRATIVE PHILOSOPHY

Adult students who enroll at Ryokan College have a broader intellectual and educational orientation than traditional 17-22 year old college students so we have designed an educational process to utilize and expand these diverse and rich backgrounds. The "re-entry" student has acquired, in many cases, learning by informal, life experience situations. Most, by necessity, are adept at problem-solving and have developed critical reasoning capabilities. Thus, learning, for students who have a wide range of developmental competencies, has to be more than the direct transmission of knowledge to be effective. In short, we are not lecturers, nor do we "teach to", but rather we participate with each other in the sharing of knowledge so that we:

1. Engage students in an active mode of thinking and reasoning, rather than a passive, information-internalizing mode of learning.
2. Encourage students to share their "expertise".
3. Recognize and promote the spirit of community wherein each member—student, faculty and staff—can contribute.

## ADMINISTRATIVE ASSISTANCE

A unique facet of Ryokan College is open accessibility to members of the administrative staff and faculty. The President, Deans and Program Directors are available, by appointment, to counsel, advise, listen and support the student.

Consult with a member of the Administration regarding questions about the school in general or whom to consult for a particular need. The Administrator will probably know the answer to an off-the-wall question that would stump everyone else. If he/she does not know the answer, you will be referred to the proper source.

## CONTACT INFORMATION

**Normal Office Hours: Mon—Thu, 10 am to 6 pm.**

**Federal Holiday Schedule Observed.**

**Tel: 310 390-7560**

**Fax: 310 391-9756**

**Email: [admin@ryokan.edu](mailto:admin@ryokan.edu)**

**Website: [www.ryokan.edu](http://www.ryokan.edu)**

**Mailing address: 11965 Venice Blvd, Ste. 304,  
Los Angeles, CA 90066**



## ADMINISTRATIVE STAFF

- **Art Clayton, IT Manager & Administrative Assistant**, filing, credit card processing, data entry.
- **Monica Stevenson, Registrar**: transcripts, evaluations, incompletes.
- **Sarah Rednour, M.A., Director of Student Services**: enrollment, internships, social media.
- **Mimi Hersh, Ph.D., Dean of Students**: student issues, traineeship, licensing, alumni, scholarship, schedules, syllabi.
- **A. Scott Greer, Chair of Academic Programs**: all academic, faculty and course issues, disciplinary and education quality.
- **Roz Bowie, Executive Director of Office Operations**: student financial matters, billing, delinquent payments.
- **Karin Ross, VP of Finance**: loans and college financial.
- **Steve Arthur, Ed.D., President of Administration**: advertising, marketing, admissions, political and governmental regulations.
- **Allan Comeau, Ph.D., Chairman**: All policy matters.



# STUDENT HANDBOOK

*Good judgment and common sense solve most problems. However, when necessary, students and faculty are reminded about rights, privileges, procedures and responsibilities.*

## ABSENCES

We recognize that individuals can become ill and that personal emergencies can occur. In case of absence, it is the student's responsibility to obtain the class material missed from classmates or the instructor. Therefore, the student has the responsibility to make-up missed classes or assignments with the permission of the instructor. The student must contact the instructor, preferably beforehand, to discover if and how the absence should be made up.

### RULE #1

**The student carries the primary responsibility to prove to the instructor that the student has grasped course content and achieved course goal by being present in class, submitting acceptable written assignments in a timely manner and contributing participation.**

**Bachelor of Arts**—Undergraduate students are allowed two (2) excused absences per course per quarter, but it is up to the instructor and administration to determine how to make up absences due to extraordinary circumstances. Students who miss more than two (2) classes are required to repeat the entire course at additional cost.

**Graduate Programs**—Permission for Absences is based on two criteria:

1. Number of units in the course.
2. Axiom #1

A multiple unit course may afford more absences than a 1 unit course, and this determination is left to the instructor. Even arriving late or leaving early in a 1 unit course, could translate into an unacceptable absence of class time.

Generally, students are allowed **one (1) excused absence per month**. Missing more than one (1) evening session of class or missing a daylong session or more than four (4) hours of a daylong means that the course **must be repeated**. The safest procedure is to ask the instructor what is required to earn course credit.

Students repeat a course at additional cost. Fees will be prorated in accordance with the tuition schedule in effect. Due to scheduling conflicts, the opportunity to repeat a particular class may not present itself for several months and could delay a student's eventual graduation date.

**Please note that non-didactic courses are exceptions.** Clinical Techniques, Group Process and Contemporary Interventions require a student's full participation; therefore, instructors of these courses have the right to stipulate "no absence" or "one excused" absence per course. Illness and personal emergency can occur, but exceeding the established absence allowance could require repeating the course.

## ABUSIVE BEHAVIOR

Acceptance to an institute of higher learning that focuses on adult education is based on a presupposition that students will conduct themselves in a mature, professional manner. It is our intention to provide an environment for students to learn, faculty to teach and staff to perform. In this environment, there must be freedom from verbal and/or written abuse whether perpetrated student to student, student to faculty or faculty to student. Ryokan College will not permit inappropriate, abusive or humiliating behavior.

All complaints of violations will be responded to immediately upon receipt of a written complaint to the administration whereupon the College will investigate all reported incidents. Behavior deemed unacceptable by the investigation will lead to academic probation or dismissal.

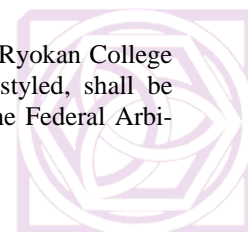
Rules are simple—be courteous, use common sense and do not insult or verbally attack your peers or any member of the College community using derogatory language, derisive comments, profane words or socially unacceptable behavior that could cause emotional distress.

## ACADEMIC TERMINATION

If student behavior disrupts the learning and/or training process of other students, or if an instructor submits a "Statement of Concern" questioning the student's potential as a candidate for continuing undergraduate study, a Comprehensive Review may be recommended to assess the student's continuation in the college program. The Review Committee examines and provides feedback regarding the student's theoretical, interpersonal, cognitive abilities and skills. When necessary, the Committee may recommend academic termination.

## ARBITRATION AGREEMENT

Any dispute arising from enrollment at Ryokan College no matter how described, pleaded or styled, shall be resolved by binding arbitration under the Federal Arbi-





# STUDENT HANDBOOK

tration Act conducted by the American Arbitration Association ("AAA") at Los Angeles, California, under its Commercial Rules. All determinations as to the scope, enforceability of this Arbitration Agreement shall be determined by the Arbitrator, and not by a court. The award rendered by the arbitrator may be entered in any court having jurisdiction.

## ASSAULT

Ryokan College policy is to provide a healthy and safe environment for students to learn, faculty to teach, and staff to perform. The College expects its faculty, staff and students to make safety a daily habit and to take individual responsibility for creating safe, non-threatening environments to avoid injury and the prevention of bodily harm such as sexual assault committed at or on the grounds of the campus. The institution will investigate all reported incidents and take appropriate action to protect the rights of the victim.

The College has no resources to provide emergency treatment to sexual assault victims. The victim, therefore, will need to use public services such as 911 Emergency services; public counseling services such as the Rape Crisis Hotline; the local Police Department or the County Sheriff's Office for law enforcement services; and the County District Attorney's Office or local legal aid societies for information about their legal rights for criminal and civil prosecution.

All reports of incidents or requests for information from victims of sexual assault are confidential and will be kept in a locked file in the President's office. Access to these files will be restricted to the Chief Executive Officer, the Deans, the victim, and law enforcement officials.

The following are guidelines for sexual assault at or upon the grounds of Ryokan College.

### Immediately:

1. Notify school officials of the incident. Report to the President or Dean.
2. Call 911 and request emergency services.
3. Report the incident to the local Police Department.
4. Obtain medical treatment for injuries.

### Post-incident:

5. File a written report with the College administration.
6. Call Rape Hotline and discuss the incident.
7. Schedule post-trauma counseling sessions as needed.

## BLOGVILLE

Blogville is the Ryokan Community Meeting Place for

students, faculty, administrators and alumni where you can:

- chat in the virtual chat room,
- leave messages or notes on the Discussion Board,
- send emails to anyone in the Ryokan Community,
- access different documents relevant to the College experience and
- access the College's online library.

All students and faculty are automatically enrolled in Blogville with a Username (usually 1st initial and last name) and Password (123456 at first check-in). Access the site at:

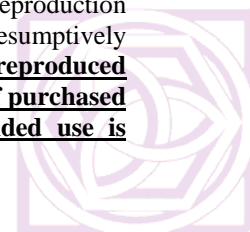
<http://prod.campuscruiser.com/ryokan>

## COPYRIGHT FREEDOMS, COPYING TEXTS AND FAIR USE

The College has decided to follow the Stanford University Library guidelines regarding works governed by copyright laws. These include books, photographs, music, drama, video, sculpture, software, multimedia and databases and are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes including "reproductions such as criticism, news reporting, teaching, scholarship or research" and are not an infringement of copyright under the following conditions:

- **the purpose and character is for nonprofit educational purposes.** If a copy is used for teaching at a nonprofit institution, distributed without extra charge and made by a teacher or student acting individually, then the copy is more likely to be considered "fair use." Fair use is more likely if the copy was made for temporary use and not as a part of an "anthology, not as an institutional requirement."
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole are **"not substantial in length when compared to the whole."**
- the effect of the use upon the potential market for or value of the copyright work is the MOST important consideration because reproduction of all or a significant portion is presumptively "unfair." **If a small portion is reproduced and the work would not be used if purchased in sufficient numbers, the intended use is**





# STUDENT HANDBOOK

## more likely to be found to be "fair."

*The size of offending excerpts varies from 5% to 30% of copyright material.* Thus, if copyrighted material is under 5% you do not have to worry. If it is 5-30%, you may be in violation. If it is over 30%, you certainly are in violation.

If the proposed use deviates from the guidelines, you should consider obtaining permission to use the work from the copyright owner. *Some photocopying services will obtain copyright permission and add the price of the royalties (sometimes \$6, sometimes nothing) to the price of the materials.* A request to copy a copyrighted work should generally be sent to the publisher with the following info: Title, author, edition, exact material to be used (page numbers or chapters), number of copies, use of copies, form of distribution (classroom, newsletter, etc.) and whether the material is to be sold. Allow 4 to 6 weeks for written permission though you might call the Copyright Clearance Center at (978) 750-8400.

Some courses, such as Psychological Testing, may require **lab fees** to reimburse teachers for instructional materials, such as manuals, testing instruments, etc.

## **DISABILITY ACT**

Disability discrimination occurs when an employer or other entity covered by the Americans with Disabilities Act, as amended, or the Rehabilitation Act, as amended, treats a qualified individual with a disability who is an employee or applicant unfavorably because she has a disability.

Disability discrimination also occurs when a covered employer or other entity treats an applicant or employee less favorably because she has a history of a disability (such as cancer that is controlled or in remission) or because she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if she does not have such an impairment).

The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because her husband has a disability.

It is illegal to harass an applicant or employee because he has a disability, had a disability in the past, or is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or

less) and minor (even if he does not have such an impairment).

Harassment can include, for example, offensive remarks about a person's disability. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that aren't very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

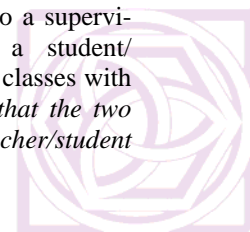
## **DUAL RELATIONSHIPS**

The administration researched the issue of dual relationships in an attempt to create school policy that will alleviate questions of conflict and controversy that frequently exist in an academic environment. Toward this end, we have:

- reviewed the Ethical Principles established by A.P.A.
- reviewed the Ethical Principles established by CAMFT.
- reviewed existing law and regulations.
- consulted with attorneys, including Mr. Richard Leslie, Counsel for CAMFT.
- attended meetings of both the California Board of Behavioral Sciences and the California Board of Psychology Board that focused upon the establishment, in law, of ethical standards.

As a result of these efforts, we have created a set of ethical canons which have become the policy of the College in maintaining professionalism and ethical conduct expected of present and future members of the profession. In basic terms, we ask that M.F.T.s, L.C.S.W.s and Psychologists make every effort to avoid dual relationships that might impair their professional judgment and/or increase the risk of exploitation. Thus we ask you to abide by the following:

- 1) Faculty members will not enter into a therapist/client relationship with a student who will be taking classes with that teacher/therapist. *(When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)*
- 2) Faculty members will not enter into a supervisor/supervisee relationship with a student/trainee who will be participating in classes with that teacher. *(When it is certain that the two will no longer be involved in a teacher/student*



# STUDENT HANDBOOK

*relationship the concept of duality will cease to exist.)*

- 3) Faculty members will not become socially active with students, enter into business relationships with students, cohabit with students, or maintain any type of personal relationship with a student who will be participating in classes with that teacher. *(When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)*
- 4) No intimate, romantic or sexual relationship should be entered at any time between teacher and student while at Ryokan, even if there is no "certainty" that a teacher/student relationship exists. NO CONTACT socially or sexually, etc., until AFTER the student has graduated.

We remind you that a Dual Relationship exists when a faculty member has a relationship with a student in addition to, or outside of, the primary relationship of providing professional academic services. Involvement in such Dual Relationships constitutes unprofessional conduct and could be grounds for suspension and/or termination.

Any and all infractions of the above policy will first result in a consultation with the Department Chair, Dr. A. Scott Greer. If the matter cannot become resolved, over a reasonable period of time, an Ad Hoc Ethics Committee will convene consisting of the Chair, a College Administrator, and two members of the Core Faculty, to review the grievance and resolve the problem.

## EVALUATIONS

Evaluations are a reflection of your learning experience, a part of your academic file, the best means by which the administration can evaluate instructors and an essential reflection of the teacher's classroom techniques. It is important for your own education, for your peers and for future students that you submit candid, open, honest, and critical evaluations. It is not uncommon for students to have anxiety writing an evaluation about an instructor that contains critical material. The basic fear arises from an authority figure's retribution for communicating something with which the authority figure may be uncomfortable, BUT Ryokan College's Administrative policy is to employ practicing clinicians who are open to feedback, change and involvement. Moreover, it is an excellent opportunity for a student that is experiencing difficulty with an instructor to receive sufficient support to address this difficulty with the instructor directly; hopefully prior to the end of class. Anxiety about retribution is often a projection from some past, unresolved experience or issue with authority. Dealing with a conflict, dissatisfaction or misunderstanding with an in-

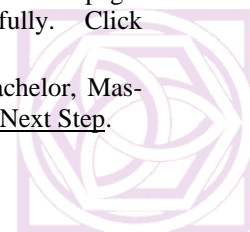
structor can be a rewarding and healing experience where, instead of withdrawing and engaging in false self-behavior, the student can activate, receive support and engage reality to enhance self-esteem and increase feelings of trust.

Evaluations are not anonymous. Students should be using evaluations as an opportunity to practice when they must give clear, honest feedback to clients. Feedback and professional observations take courage and emotional management. Your evaluations should mirror this intent. **If a faculty member or a student cannot handle or value the worth of evaluations, he/she does not belong at Ryokan College.**

If you choose to write additional comments at the bottom of the evaluation, please avoid trite phrases, repetitious observations or abbreviated sentiments. If your evaluations reflect a superficial attempt or use unprofessional phraseology or convey a too casual approach, they will be returned. If you use standard, unimaginative language with little relative content, your evaluation effort will be returned with the demand to be more explicit. If you come to the realization, by virtue of comparison at a later date, that one teacher or trainer seemed inadequate, or, conversely, should you realize, after the fact, that an instructor deserved a better assessment than originally given, you may submit a new evaluation.

**Instructions for STUDENTS.** After completing a class, go to the website and fill out evaluations within 30 days of course completion. The website is user-friendly, but, the 1<sup>st</sup> time, follow instructions carefully. For answers, please call 310 390-7560 or email [monica@ryokan.edu](mailto:monica@ryokan.edu). Follow these easy steps:

1. From your browser, Google or search engine, type [www.ryokaneval.com](http://www.ryokaneval.com) (You should add this website address to your internet browser FAVORITE/BOOKMARK list.)
2. Click on User Login.
3. For your first time go to New Student Sign Up/Login.
4. Use your Ryokan email address (*1<sup>st</sup> name initial +last name+@ryokan.edu*) and a password you create. Pick a password you can remember, type in your name and click Login (write your password and email address in the box above for reference the next time you have to submit an evaluation).
5. This takes you to *Student Guidelines* page. Please read the guidelines carefully. Click Begin.
6. Pick the program you are in (Bachelor, Masters, Doctorate, etc.) and click on Next Step.



# STUDENT HANDBOOK

7. Your name should be in the *Student* box. Scroll down to find the course name and instructor.
8. Enter the course end date and begin filling out the form.
9. Fill in bubbles for all questions and add comments at the bottom. Then go back to the top and click on Submit Evaluation.

**We recommend that you print a copy of your evaluation for your records (ctrl P). Then click on Done.** You will receive hard copies of your Instructor Evaluations in regular mail. This system has been tested extensively, but we appreciate feedback for improvement.

## FOOD AND ALCOHOL

**Alcohol is not permitted at Ryokan College.** It is against this institution's rules and regulations for students or faculty to possess or consume alcoholic beverages on the premises. Any student found consuming alcohol is subject to expulsion. Furthermore, it is against Ryokan policy for students to consume food in the classroom. **Anyone eating in the classroom is subject to suspension.**

## GRADUATION DRESS CODE

Ryokan College's Board of Directors established a "Dress Code" for our graduation ceremonies. It is simple and unchangeable. Graduates are to wear ordinary clothes that may range from casual to formal depending upon the tastes of the individual student. Cap and gown are not appropriate attire for a Ryokan College Commencement Ceremony.

Freedom from the traditional cap-and-gown allows the celebration to be warm, spontaneous, humorous and endowed with spirit with emphasis on the graduates rather than the school. The ceremony allows every graduate to speak sentiments to the faculty, classmates and family. Please don't choose a cap and gown ensemble because it separates you from the true spirit shared by the other graduates.

## HOUSEKEEPING PROCEDURES

- Food is *not* allowed in the classrooms. (This includes nuts, popcorn, candies, fruits, etc.)
- The lounge area, equipped with refrigerator, microwave oven, hot and cold bottled drinking water, is available for student and faculty use.
- Cooking is not allowed on the premises. NO HOTPLATES, STERNO, CANDLES, ETC.
- When leaving the classrooms/offices at night, the last one out should make sure lights are turned

off, all trash placed in the trash cans (not left on the tables), and all doors locked.

- OFFICE TELEPHONES ARE BUSINESS PHONES. THEY ARE NOT FOR PERSONAL USE BY STUDENTS OR FACULTY. PLEASE ASK FOR PERMISSION BEFORE USING A TELEPHONE.

## INCOMPLETES

A student who receives an academic incomplete has one week after course conclusion to arrange an extension with the instructor. ***The student must notify the administration of the extension's completion date, and when the student completes course work, the student has the responsibility to insure the teacher notifies the administration.***

Students who receive an **incomplete** will have **60 days** from the last class session to meet the course requirements unless the instructor indicates a lesser period. If the student does not satisfy the requirements within that time, the class is considered a **retake** and must be repeated for an additional fee.

If the student has to submit a paper to remedy the incomplete and fails to turn in a satisfactory paper within the allotted period, the instructor determines whether the student will be given the opportunity to resubmit the paper. A retake class could cause a delay in the graduation date should there be a scheduling conflict between the student's existing class schedule and the class to be repeated.

## LEAVE OF ABSENCE ACADEMIC

If a student suffers extreme hardship or encounters personal problems that interfere with his/her class participation, the student may wish to take an Academic Leave of Absence. This action will suspend payments and attendance for an extended period of time. During a Leave of Absence, the student cannot attend classes, use College facilities or contact instructors for coursework. If the Academic Leave of Absence lasts less than 6 months, the student can return at the same tuition fees originally contracted. If the Academic Leave of Absence lasts longer than 6 months, the student, upon returning, may have to pay new tuition rates at the discretion of the College Board.

If a student needs to take an Academic Leave of Absence, the student must notify the College in writing. When a student returns to class after an Academic Leave of Absence, the student must notify the college in writing.



# STUDENT HANDBOOK

A Leave of Absence is granted in increments of 6 months at which time the student must re-submit the request. If the College determines the length of the Leave to be excessive, the College may deactivate the student's file. The student must pay a fee to return to active status.

## LEAVE OF ABSENCE FINANCIAL

If a student falls in arrears of payment, the College may place the student on a Financial Leave of Absence. During a Financial Leave of Absence, the student cannot attend classes, use College facilities or contact instructors for coursework.

A Leave of Absence is granted in increments of 6 months at which time the student must re-submit the request. If the College determines the length of the Leave to be excessive, the College may deactivate the student's file. The student must pay a fee to return to active status.

## LEDGER CARDS

Ledger cards reflect an accurate accounting of your financial status to the college. They will be placed in your mailbox or mailed during the last week of each month. Please note that payment is due on the 1st of each month. Any monies received after the 10th of that month will be considered "late" and fined accordingly.

NOTE: students who pay monthly installments should realize that any installment plan runs through the terms specified by contract. This means that vacation or suspension of classes during summer months or the holiday season does NOT preclude meeting the obligation of a monthly payment.

## LIBRARY ONLINE

Our Online Library not only gives you the most up-to-date journal articles but also provides:

- A database of PsycARTICLES, PsycINFO, Psychology and Behavioral Sciences Collections (including APA Library of Journal Articles).
- Journal articles that can automatically be translated into major languages with a click of your mouse if English is a Second Language for you or your client.
- APA Citation Styles for articles written for publication.
- Journal Alert automatically sends a notice of new articles on your chosen research projects.

Upon enrollment, students are signed into Blackboard to access Ryokan's Online Library (80% of colleges in the nation use Blackboard so it very user friendly and accessible by most computers). Because you are only inter-

ested in the Library, we have tried to keep it simple with as few buttons as possible. You really only have to do these few steps. Everything else is optional.

To enter Blackboard, please do the following:

1. Go to the web site <http://ryokan.blackboard.com/webapps/login/> (bookmark this site for future use)
2. Input Username: first initial and last name.
3. Input Password: usually your zip code.
4. Click on, "Login"
5. Click on "Blogville" found under the section titled "My Courses"
6. Click on "Library" button found on the left hand side of your screen. This will take you directly into the data bases.

You probably won't need the following buttons, but we make them available for future use. Feel free to point, click and explore:

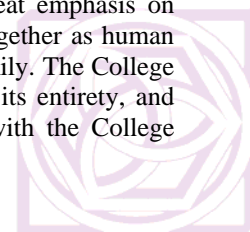
- Button **Library Help** offers tutorials how to maximize library searches.
- Button **Live Class** is a chat room where you can arrange audio/visual meetings with others.
- Button **Discussion Board** is where you can post messages, comments or hints to others who use the library.
- Button **Send email** provides individual or mass emails to everyone else in the Library.
- Button **Course Documents** provides articles you may find interesting.

## LIBRARY VIDEO

The College has an audio-visual library (VHS tapes & DVDs). These tapes may be viewed only on the premises. A list of these tapes is available in the Administration Office.

## NON-DISCRIMINATION POLICY

The Ryokan College is an equal opportunity employer and educator. Proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women of every race, creed and background, the Ryokan College strives to build a community in which each person respects the rights of other people to be proud of who and what they are, to live, work and learn in peace and dignity, and to have an equal opportunity to realize their full potential as individuals and members of society. To this end, the College places great emphasis on those values and virtues that bind us together as human beings and members of the Ryokan Family. The College enthusiastically supports this policy in its entirety, and expects that every person associated with the College





# STUDENT HANDBOOK

will give continuing support to its implementation.

The Ryokan College is firmly committed to complying with all applicable laws and governmental regulations at the federal, state and local levels which prohibit discrimination against, or which mandate that special consideration be given to, students and applicants for admission, or faculty, staff and applicants for employment on the basis of race, color, national origin, ancestry, religion, gender, sexual orientation, age, physical disability, mental disability, disabled veteran or any other characteristic which may from time to time be specified in such laws and regulations. This policy also shall apply to the administration of any of the College's educational programs and activities. Gender includes both the actual sex of an employee or applicant for employment and that person's gender identity, appearance or behavior, whether or not that identity, appearance or behavior is traditionally associated with that person's sex at birth. An otherwise qualified individual must not be discriminated against or excluded from admission, employment or participation in educational programs and activities solely by reason of his or her disability. This policy applies to all personnel actions such as recruiting, hiring, promotion, compensation, benefits, transfers, layoffs, return from layoff, training, education, tuition assistance and other programs. This good faith effort to comply is made even when such laws and regulations conflict with each other. Ryokan College seeks compliance with all statutes prohibiting discrimination in education, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 which respectively prohibit discrimination.

Questions regarding the application of the various rules and regulations concerning equal employment opportunity and the affirmative action plan should be addressed to the President at 310 390-7560, 11965 Venice Blvd., #304, Los Angeles, CA 90066.

## PARKING

FREE parking in the building parking lot is a PRIVILEGE. It is a PRIVILEGE available only for those displaying a Ryokan ***Parking Sticker Decal on the rear bumper of their car.*** If you drive more than one car to school, please register all your cars in the school's main office and then receive extra parking stickers.

You have 3 choices in parking:

- 1) Display a sticker and park FREE.
- 2) No sticker means paying the posted fees to the

parking attendant.

- 3) Park off site.

## PRIVACY POLICY

### Family Educational Rights and Privacy Act (FERPA)

Family Policy Compliance Office (FPCO) Home

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

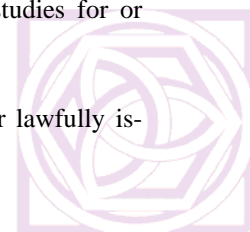
Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;  
Other schools to which a student is transferring;  
Specified officials for audit or evaluation purposes;

- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully is-



# STUDENT HANDBOOK

when you type specific words into those small boxes.

There are some very accomplished, sophisticated search engines available. Some will help you narrow down the list of possibilities which is especially efficient if you only have a vague idea for what you are searching. Companies do go bankrupt so the following list is subject to change.

## Search Engines:

<http://scholar.google.com/> probably the most efficient and resourceful search engine on the internet; typing in "Google scholar" will take you to the website; selecting "search tips" at the top of the page will offer a multitude ways to use this search engine.

<http://www.questia.com/search>

## Websites:

<http://www.anthus.com/CyberDewey>  
CyberDewey, organizes computer resources

<Http://www.ngsimages.com> Images from National Geographic, sign up is free and images are available for download for individual projects; not for wide use; all material is copyright.

<http://www.freud-museum.at/e/index.html> typical of a website that features a noted psychologist.

<http://www.psychboard.ca.gov/> California Board of Psychology

<http://www.bbs.ca.gov/> California Board of Behavioral Sciences

<http://elvers.stjoe.udayton.edu/history/alphapeople.htm> "People in Psychology" website; many psychologists from A to Z are profiled.

<http://www.nlm.nih.gov/> United States National Library of Medicine

## RETAKING CLASSES

**Students who need to repeat a course because they received "credit not awarded" do so at additional cost.** The fee will be prorated in accordance with the tuition schedule in effect at the time of the retake class (if tuition costs change the student must pay the new rate). Due to scheduling conflicts, repeating a class may not be an facile remedy, is not encouraged as a normal course of action and should be considered as a last resort.

*Remember—Due to scheduling conflicts, the opportunity to repeat a particular class may not present itself for several months and could delay a student's eventual graduation date.*

## RYOKAN POLICY PERTAINING TO NONCON-

## SENSUAL SEXUAL ACTIVITY, SEXUAL HARASSMENT AND OTHER FORMS OF HARRASSMENT

Ryokan College strives to provide a healthy and safe environment for students to learn, faculty to teach, and staff to perform. Ryokan College is committed to the maintenance of an environment which is supportive of its primary educational mission and free from all exploitation and intimidation.

The College expects its faculty, staff, and students to make safety a daily habit and to take individual responsibility for creating safe, non-threatening environments to avoid injury and the prevention of bodily harm.

The College will not tolerate and prohibits nonconsensual sexual activity and sexual harassment. This position is based on the belief that every student, faculty member, and member of the administrative staff has the right to be free from fear based on one's sex or one's sexual preferences.

### Ryokan policy prohibits nonconsensual sexual activity.

Violations of this policy shall include, but not be limited to, the following:

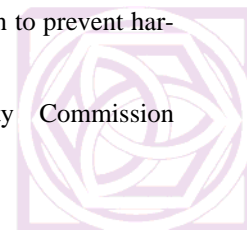
1. Any form of nonconsensual sexual intercourse, committed by physical force, coercion, threat, or intimidation, actual or implied, by a person(s) known or unknown to the victim. Sexual intercourse can involve anal, oral, or vaginal penetration.
2. Any actual or attempted nonconsensual sexual activity including, but not limited to, sexual intercourse, or sexual touching, committed without physical force, coercion, threat, or intimidation; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim.

Nonconsensual activity shall include, but not be limited to, situations where the victim is unable to consent because he/she is physically helpless, or is mentally incapacitated due to drug or alcohol consumption, or is unconscious, regardless of whether or not the consumption was with the victim's consent.

### Ryokan policy prohibits harassment of any kind including sexual harassment.

The legal basis for this policy and action to prevent harassment is as follows:

The Equal Employment Opportunity Commission



# STUDENT HANDBOOK

sued subpoena;

- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-8520

## REFERENCES (CITING YOUR SOURCES)

Most papers require a list of references placed on the last page of your completed work. Each entry must follow a certain format.

**Books** as a general resource: author, title, publisher, place and date of publication

Nelson, Rob. *Revolution X: A Survival Guide for our Generation*. New York: Penguin Books, 1994.

**Quotes** from Books: author, title, publisher, place and date of publication, page

Rob Nelson, *Revolution X: A Survival Guide for our Generation*. (New York: Penguin Books, 1994), 95.

**Magazines:** author, article title, magazine title, date of issue, page number.

Fischhoff, Stuart, "Confessions of a TV Talk Show Shrink." *Psychology Today*, Sept./Oct. 1995, 38-45.

**Scholarly Journals** with volumes and issue numbers: author, article title, magazine title, date of issue, page number.

Wexler, Mark N., and Ron Smith. "The Psycho-

Social Significance of Trivia." *Journal of Popular Culture* 28, no. 2 (1994): 1-11.

**Citing Websites:** author's name, title of the Web page or website, date the page was created or most recent update, URL address, date visited (remember one of the fundamental purposes of citing resources is so others can find them).

Harnack, Andrew, and Eugene Kleppinger. "Using Chicago Style to Cite and Document Sources." *Online!: A Reference Guide to Using Internet Sources*. 1998. [www.bedfordstmartins.com/online/cite7.html#1](http://www.bedfordstmartins.com/online/cite7.html#1). (20 December 1999)

## REFUND POLICY

Refund is computed upon receipt of **written notice of withdrawal** from the College. The institution's refund policy is in compliance with Section 94312, California Education Code. The College shall, **for all students**, without penalty or obligation, refund 100 percent of the amount paid toward tuition, less application fee and deposit, not in excess of \$250.00 if notice of cancellation or withdrawal is made prior to or on the first day of instruction. All students withdrawing after completion of 60 percent or less of the course/quarter/program of instruction shall be given a pro rata refund, in compliance with Education Code Section 94312(d). Withdrawal after completion of 60 percent of the course/quarter/program may well result in no refund being tendered by the College to the student. Any questions, problems, or concerns with this school or its fiscal policies which have not been satisfactorily answered should be directed to the Council for Private Postsecondary Education and Vocational Education, Sacramento, California, 95814

**ANY WITHDRAWAL WITHIN 3 WORKING DAYS FOLLOWING THE DAY ON WHICH ENROLLMENT WAS SIGNED...: 100% REFUND.**

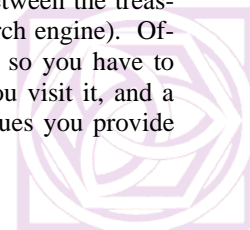
## RESCHEDULING CLASSES

Under no circumstances will classes or courses be re-scheduled **UNLESS** authorized by the administration.

Faculty members must check with the administration before re-scheduling a class with the students. Students must check first with the administration before asking an instructor to reschedule a class.

## RESEARCH—INTERNET USE

A search engine gets you to a website! Yes, there is a difference between websites and search engines. It's a little like the difference between the treasure (website) and the treasure map (search engine). Often, you do not have the exact address so you have to find out where the website is before you visit it, and a search engine gives directions to the clues you provide





# STUDENT HANDBOOK

(EEOC), the Department of Education, Office of Civil Rights (“OCR”), and the courts have interpreted the federal civil rights laws (Title VII of the Civil Rights Act and Title IX of the Higher Education Amendments) to prohibit sexual harassment in institutions of higher education.

Pursuant to the laws of the State of California, specifically: AB 2900, Chapter 906 and Section 212.6 of the California Education Code, and in consideration of this institution's policies, all persons (students, faculty and administrative staff), regardless of their sex, shall enjoy freedom from sexual harassment.

Based upon these laws, the College defines sexual harassment as unwelcome behavior of a sexual nature that relates to the gender or sexual identity of an individual and that has the purpose or effect of creating an intimidating or hostile environment for study, work, or social living.

The courts have recognized two forms of sexual harassment claims under Title VII of the Civil Rights Act of 1964: “quid pro quo” claims and “hostile environment” claims. The “quid pro quo” claim (literally “this for that”) involves harassment in which a supervisory employee or academic superior demands sexual favors in exchange for job or academic benefits over which that supervisor has some control or influence.

The “hostile work environment” claim involves unwelcome behavior of a sexual nature that creates an intimidating, hostile environment. This standard prohibits not only behavior intended to create a hostile environment, but also behavior that has the reasonably foreseeable effect of interfering with an individual’s work, academic performance, or social living. Anyone who contributes to the creation of a “hostile work environment” may be held liable for sexual harassment, including the employer or its agents, if they knew of or reasonably should have known of the harassing conditions. This policy applies to all relationships between College faculty, staff, students, and administrative personnel; this includes student-to-student interaction.

Sexual harassment as a concept encompasses the full range of coercive, unwelcome behavior, from subtle psychological force, to gross physical abuse. These acts may be visual (such as leering, ogling, and physical gestures conveying a sexual meaning), verbal (e.g., sexual innuendoes, suggestive remarks, sexually derogatory jokes), written (e-mail, cartoons or letters), or physical (such as hugging, pinching or fondling). Sexual harassment also includes requests for sexual relations combined with threats of adverse consequences if the man or

woman refuses. What these behaviors have in common is that they focus on men and women’s sexuality and/or gender, rather than on their contributions as students or employees of the College.

## Other types of harassment and inappropriate behavior

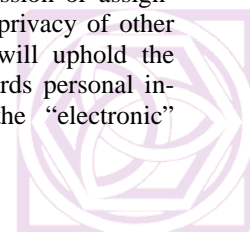
There may be situations where employees or students believe that they are being subjected to a work or educational environment that for one reason or another is hostile or inappropriate but does not meet the narrow definition of sexual harassment under the law and this policy. For example, students or employees may experience harassment or a hostile environment due to race, religion, national origin, age, disability, sex, marital status, sexual orientation, or conduct which is simply harassing or bullying. Depending upon the circumstances, this type of conduct can be as bad or worse than a hostile environment caused by sexual harassment. Although such conduct is not covered by the definition of sexual harassment or this policy, it is still prohibited by Ryokan College and may be prohibited by state and/or federal law.

Cyber-Bullying is a form of harassment subject to the same disciplinary procedures as other forms of harassment defined in this section. Cyber-Bullying is harassment that includes all forms of inappropriate communication through electronic mediums. This means that if you engage in electronic correspondence that is hostile, threatening, demeaning, or otherwise inappropriate to professional conduct you are engaging in cyber-bullying.

Unprofessional conduct will not be tolerated by the College. All students are expected to treat their classmates, instructors and administrative staff with a sense of professional decorum and sensitivity expected of a practicing therapist. Students will be held accountable if they seek to intimidate others whether in person or through digital communications or social media.

Students agree to keep private all correspondence and conversations exchanged among classmates and teachers. Privacy pertains to chat room participation as well as to observance of before/after class discussions with other students and teachers. Privacy shall extend to identities of the participants particularly names, addresses, e-mail addresses, and phone numbers

Privacy shall extend to topics of discussion or assignments that may identify or violate the privacy of other class members or teachers. Students will uphold the same moral and ethical standards towards personal information and relationships within the “electronic”



# STUDENT HANDBOOK

classroom as held in a “residential” program.

Students understand that cheating and plagiarism is theft and a betrayal of the good-faith required for higher education to function. Students will conduct themselves in accordance with the ethical standards of the College and be respectful and sensitive to the needs of others.

Where there is an occurrence of nonconsensual sexual activity please take appropriate emergency action.

The College has no resources to provide emergency treatment to sexual assault victims. The victim, therefore, will need to use public services such as 911 Emergency services; public counseling services such as the Rape Crisis Hotline; the local Police Department or the County Sheriff's Office for law enforcement services; and the County District Attorney's Office or local legal aid societies for information about their legal rights for criminal and civil prosecution.

You must report the incident to the Ryokan College administration. Include a written report of the incident. Ryokan College will investigate all reported incidents and take appropriate action to protect the rights of the victim. All reports of incidents or requests for information from victims of sexual assault are confidential and will be kept in a locked file in the President's office. Access to these files will be restricted to the Chief Executive Officer, the Deans, the victim, and law enforcement officials.

It is important to seek appropriate psychological services after the nonconsensual sexual activity. Referrals for these services are available from the Ryokan administration or from the Rape Hotline.

Where there is an occurrence of harassment the individual should report the events to the Department Chairperson or the Dean of Students.

All reports of harassment must be presented in writing, signed and sworn to by the person filing the complaint. The complaints of violation of personal rights will be acted on immediately upon receipt of a written complaint to the Administration.

Conduct alleged to be sexual harassment will be evaluated by considering the totality of the particular circumstances, including the nature, frequency, intensity, location, context, and duration of the questioned behavior. Although repeated incidents generally create a stronger claim of sexual harassment, a serious incident, even if isolated, can be sufficient. For example, a single sugges-

tion that academic, other educational, or employment rewards or reprisals will follow the granting or refusal of sexual favors, may constitute sexual harassment and grounds for action under this policy.

## STATEMENT OF CONCERN, PROBATION & DISMISSAL

### STATEMENT OF CONCERN, PROBATION & DISMISSAL

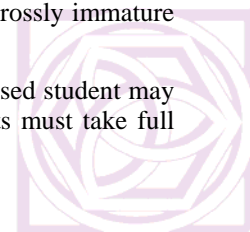
The intent of the policy is to make known to the student that he/she is failing to meet College standards, as set out in the student handbook (or student code of conduct). In order to create an environment conducive to learning and maintain a level of professionalism appropriate to the humanistic concept of education, the administration, in concert with the faculty, has established a protocol for dealing with the possibility of an issue with a student that appears inappropriate to the success and career of a professional therapist (e.g., the student's actions are counter-productive or disruptive to the learning process including actions or statements made towards the instructor or other students).

When a student poses an issue that becomes a disruptive factor in class or track, the instructor must follow these steps:

1. The instructor first attempts to resolve the problem in session, directly with the student. If this effort fails, the instructor completes a 'Statement of Concern,' outlining the issue and the inability of resolution. This Statement is sent to the student, the Chair of Academic Programs and a copy is placed in the student's file.
2. If the issue persists, probation is recommended.
3. If the problem continues during probation, dismissal will be recommended. At that time, the student will have the right of appeal and may petition the Chair of Academic Programs.
4. The Chairperson or President may convene an administrative hearing, and this hearing's recommendations will be final.

The administration asks that faculty members be especially aware of such problems during the formative months of any track (i.e., the first two or three months of a program). Dismissal may include an ongoing pattern of behavior reflecting dishonesty (cheating, plagiarism) or ongoing unacceptable interpersonal behavior (bullying, intimidation, verbal assault, grossly immature interpersonal behavior—sexualization).

**Conditions for re-entrance.** A dismissed student may apply to re-enter the program. Students must take full



# STUDENT HANDBOOK

responsibility for the reasons of their removal, dismissal, termination, probation. Specifically, in order to be considered for re-admission, the student must sign a document acknowledging their responsibility for their suspension. Without a signed acknowledgement of responsibility, Ryokan will not consider re-entrance. A request for re-admission does not guarantee the College will readmit. The Admission Committee can ask for one, some or all of the following conditions be met:

- **Personal Therapy.** All costs associated with obtaining personal psychotherapy are the sole responsibility of the student. Students, who are required to complete a term of personal psychotherapy as a condition of application for re-entrance, must select a licensed psychotherapist that is not related by family, prior internship; psych assistantship, or other prior employment relationship. The student's psychotherapist must address the outcome of the psychotherapy, e.g. that the student has successfully addressed the specific issues identified by the College as problematic. A release form addressed to the specific therapist must be signed by the student. A letter from the provider must be forwarded to the College at the completion of the student's therapy.
- Probation is set for two consecutive quarters.
- Re-admission interview with the Admission Committee or person appointed by the College President.

## STUDENT COMPLAINT PROCESS

Any student or group of students with a complaint, concern, or criticism of an instructor or other student should feel free to process that discontent. We ask that you formalize the process by **stating the problem in written form** (letter or petition). This procedure should be followed at all times:

1. Talk to the instructor or student involved in the problem. Permit him/her to read the statement and respond to it.
2. If satisfaction is not achieved by communicating directly with the instructor or other student, the student/s should then transmit the written statement to the Academic Chair for resolution. The Academic Chair registers the complaint with the Administration and a copy is placed in the Student Complaint File with an index number.
3. If the problem is not resolved, the student must forward the written statement along with a written account of what resulted during steps 1 and 2 to the College President who will form an Administrative/Faculty Review Committee to assess the complaint/concern/criticism.
4. The Administrative/Faculty Review Committee

will study the documentation and if necessary, may interview the instructor and the student/s involved. Resolution by the Faculty Review Committee will be final.

Please be aware that this process has multiple purposes and goals:

- Professional therapy requires a professional, integral, direct approach when dealing with people. This means taking the practical courageous first step to converse clearly and reasonably.
- A person has the inherent right to know their accuser. This is a fair heart approach to the basic concept of individual freedom and consideration for such freedom.
- A step-by-step procedure deflates an issue of personal volatile emotions that tend to obstruct or cloud true communication. A step-by-step approach assures higher success for discovering the best solution.
- The Process is the proper form of feedback in a student/teacher relationship. If a staff or faculty member at Ryokan College cannot handle or value the worth of feedback, they do not belong here.

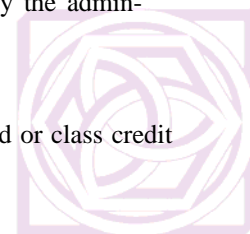
## STUDENT RESPONSIBILITIES

Student is a term embracing the individual who desires to participate in the Psychology program through active sharing of knowledge in the learning activities. The administrative staff of the College is always available for consultation with students. Appointments are recommended for counseling, academic guidance, support, and to explore feelings and concerns relative to the student's ability to cope with the academic demands of student life.

The student is responsible for:

- Attending all classes.
- Keeping appointments with faculty and/or staff.
- Completing all assignments and **submitting them on time.**
- **Completing** all evaluations, according to the guidelines issued with the evaluation forms, and submitting them within 30 days after each course.
- **Writing and/or completing in proper order** all forms/papers/documents required by the administration.
- Meeting all financial obligations.

Transcripts and degrees cannot be issued or class credit



# STUDENT HANDBOOK

awarded until all evaluations have been submitted, and all financial obligations to the College have been satisfied unless prior arrangements and contracts have been agreed to and signed with Ryokan College.

All instruction is in English and all papers, projects, and dissertations must be written in English. Applicants for whom English is a second language will be required to demonstrate a mastery of English language by taking the Test of English as a Foreign Language (TOEFL) examination and achieving a score of at least 650.

The student's primary responsibility is to himself/herself, if the degree goal is to be met. Simply put -- each student is expected to perform and work diligently toward that goal. Students who do not comply with the protocol of the College -- who fail to study or attend scheduled classes-- are subject to dismissal.

Student conduct is under the supervision of the Dean of Students. Ryokan College reserves the right to dismiss a student whose conduct is considered unsatisfactory, after due process has been carried out.

Students who do not comply with the learning protocol of the College -- who fail to study, participate, complete assignments, attend scheduled classes -- will be subject to dismissal. Those not making satisfactory progress in the rigorous Psychology program may be counseled to direct their energies and efforts to another field of study and may be asked to withdraw.

## STUDENT RIGHTS

Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to

place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

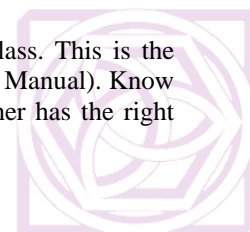
Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

## STUDY SUGGESTIONS

You will receive a syllabus for each class. This is the Rule Book for that class (your Survival Manual). Know everything on that syllabus! Your teacher has the right





to expect you to know and abide by any rules and stipulations on that document, and it is perfectly within his/her rights to penalize you for failing to do so. Respect dates and deadlines, and expect to lose points if you turn things in late.

Six reasons why you should avoid temptation and, instead, read ahead of time, before class. Adapted from Tara Kuther, PhD, About.com 2011

1. Make the most of class time. When you read ahead of time, you're more likely to understand the organization of the lecture and class discussions. You'll be better able to figure out what's important and what isn't (and thereby take effective notes).
2. Understand the topic and what you don't understand. If you've read beforehand you can focus your attention on filling gaps in your understanding by paying more attention during class discussions and the lecture and by asking questions.
3. Participate. Online classes require at participation - answering questions and participating in class discussions. It's easy to participate when you know the topic. Reading beforehand helps you to know the topic and have the time to consider your perspective and opinions. You will be better able to add substantively to discussion boards and group work.
4. Show off. Reading before class lets you show that you've read, that you care, and that you are intelligent. You'll be able to ask intelligent questions and participate in a way that demonstrates preparation, interest, and mastery of the material.
5. Participate in group work. Many classes require group work, often in class, via discussion boards and off-line projects. If you've read, you're ready and likely will not mooch on your classmates, or benefit from their hard work. In turn, if you've read you can tell when the group is taking a wrong turn.
6. Show respect. Reading ahead of time shows respect for the instructor and interest in the class. While instructors' feelings shouldn't be the primary motivator of your behavior, relationships with faculty are important and this is one easy way to get your relationship with your professor off to a good start.
7. Get the lay of the land. Understand the general organization of scholarly articles and books. Each field has its own practices. For example, most scientific articles include an introduction which sets the stage for the research study, a methods section which describes how the research was conducted, including samples and measures, a results section discussing the statistical analyses conducted and whether the hypothesis was supported or refuted, and a discussion section that considers the study's findings in light of the researcher literature and draws overall conclusions. Learn the conventions of

your discipline.

8. Give yourself permission to stop. Before you take notes, remember that not all you'll read is worth taking notes on - and not all of it is worth finishing. Give yourself permission to stop reading an article or book that is not relevant to your work.
9. Don't rewrite the book. Do not record all the details. Students often make the mistake of writing down everything - and essentially duplicating the reading itself. Be choosy.
10. Record the big picture. What did the authors study? How? What did they find? What did they conclude. Summarize their work by writing a only few sentences or bullet points to capture each of these questions. Being able to make meta-statements based on your comprehension is vital. You need to read to gain competency and further, to gain expertise. Graduate school education requires you go the extra mile, that is to say, apply yourself to the material, regardless of the challenge it holds.
11. Take notes later. Some students mark the margins of an article, underline phrases, and then return to take notes after reading the entire article. After reading the entire article you'll have the perspective to take notes on the material that's truly important.
12. Avoid using a highlighter. Many students end up highlighting the entire page, defeating the purpose. A highlighter is not evil, but it is often misused. If you find that highlighting is essential, make as few marks as possible.
13. Consider handwritten notes. The benefit of handwritten notes is that you can take your notes anywhere. However if your handwriting is poor, this is not the best option for you. Many students find it difficult to organize handwritten notes from several sources into one document.
14. Consider using 3x5 cards. Like handwritten notes, index cards travel well. Unlike handwritten notes, you can organize index cards simply by shuffling. The challenge is that you must ensure that each card has citation on it so that you can appropriately cite it in your paper (and avoid inadvertent plagiarism). Poor penmanship can make notes taken on index cards illegible.

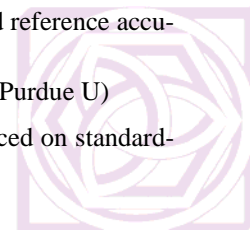
From Gradschools.com

## WRITING PAPERS

All submitted papers must be in APA format. If you need direction in writing, refer to the OWL Purdue website at <http://owl.english.purdue.edu/> Please be aware that instructors have access to database and software (TurnItIn) that checks for plagiarism and reference accuracy.

## GENERAL APA GUIDELINES (OWL Purdue U)

Your essay should be typed, double-spaced on standard-



sized paper (8.5" x 11") with 1" margins on all sides. APA recommends using 12 pt. Times New Roman font.

Include a page header at the top of every page. To create a page header, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left.

## MAJOR PAPER SECTIONS

Your essay should include four major sections: the Title Page, Abstract, Main Body, and References.

### TITLE PAGE

The title page should contain the title of the paper, the author's name, and the institutional affiliation. Include the page header (described above) flush left with the page number flush right at the top of the page. Please note that on the title page, your page header should look like this:

Running head: TITLE OF YOUR PAPER

Pages after the title page should have a running head that looks like this:

### TITLE OF YOUR PAPER

Type your title in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.

Beneath the title, type the author's name: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (Ph.D.).

Beneath the author's name, type the institutional affiliation, which should indicate the location where the author(s) conducted the research.

## SYLLABI & SCHEDULES

Before you start, you will need to know your **track #, course name and start** date to download your syllabus. Please refer to your schedule for this info.

1. Click on Blogville found under the section titled "My Classes."
2. On the left hand side, click on Shared Files.
3. Select your program from the list displayed on the screen and click on it. Be sure to distinguish between online and campus programs.
4. After you have clicked on your program, look on the right for your Course Name and Track Number. Select your syllabus by clicking on it. This will open the syllabus so that you can print it.

5. You will also find all schedules listed on the same page as the syllabi.

6. Syllabi are posted at the beginning of each month, allowing you one month to order your texts for your course the following month.

7. Control/print to print your document.

If you have any questions or encounter difficulties downloading syllabi or schedules, please contact Mimi Hersh, Ph.D., Dean of Students.

## TEXTBOOKS

Required and suggested reading lists are available in the syllabus that are distributed 4 to 6 weeks before the start of each class. The texts are selected by the instructors and the ISBNs are listed in the syllabi. Sometimes books need to be ordered directly from the publisher. The instructor, in such cases, will advise students where and how to order the required texts.

Occasionally instructors photocopy research materials and publications in lieu of text books. In this case, students reimburse the instructor. All students have an obligation to reimburse the instructor for photocopies. Since the instructor duplicates the exact number of copies for his/her students well in advance of class, there can be **no exceptions** to reimburse the instructor for out-of-pocket expenses.

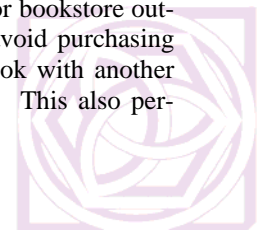
If the student has difficulty purchasing a book, the student should call the instructor as it is the instructor's responsibility to see that books are readily available to the student. The student should not call the Administrative Office until attempts to discuss the book issue with the instructor have turned futile.

## TEXTBOOKS REQUIRED BY THE INSTRUCTOR OR SCHOOL

All graduate students must purchase the following two books:

- **Diagnostic and Statistical Manual of Mental Disorders (DSM) ISBN-13: 978-0-89042-025-6**
- **Publication Manual of the American Psychological Association®, Sixth Edition ISBN: 978-1-4338-0561-5**

If an instructor or the school special orders a book or printed material for a certain class, the student must consider the purchase in the same category as a "lab fee." Therefore, the student is expected to purchase the book either from the school or the instructor or bookstore outlet. In such cases the student cannot avoid purchasing the text with the intent of sharing a book with another student or copying the source material. This also per-





tains to copied handouts or booklets that the teacher provides for students to purchase.

### **TEXTBOOKS RECOMMENDED or SUGGESTED**

Readings for a class are not "required" but are provided by the instructor for those students who have a more in-depth or specialized interest in the subject matter. Purchase is optional.

### **TRANSFERRING AND TAKING COURSES OUTSIDE THE COHORT**

Ryokan College considers moving through the educational process with the same classmates an important part of collaborative learning, and the cohort is one of the hallmarks of the Ryokan education that is crucial to establishing a supportive environment. Therefore, students are only allowed to move out of their cohort in extreme circumstances due to a physical incapacitation (i.e., broken leg) or location change to another city/state. In order to move, the student must submit a written petition outlining his/her need and be willing to pay the transfer fee. The Academic Committee considers the petition in light of academic record, evaluations and financial payment responsibilities among issues submitted.

Many courses are presented in a series of parts (ex. Human Development I, II, III). A student cannot interchange parts of these courses outside of their cohort just as the college does not accept transfer credits for parts of coursework.

### **WRITING RECESS**

Final, major writing projects such as the Clinical Case Study Dissertation or the Thesis or the Senior Paper may require time after scheduled course work completion of the program in which the student is enrolled. Many graduate students design, develop and draft their Case Study or Senior Paper concurrently with their coursework program. Some find that the pressures of time and other priorities preclude completing the manuscript within the period of enrollment, and these students may elect to take a writing recess to ease time burdens while maintaining residency status. Residency status includes advisor consultation, forum participation, library access and fee payment.

Writing recess will be granted for a minimum of six (6) month increments and may be renewed for a maximum of two years. If the student has not finished the work in 24 months time AFTER completion of his/her regularly scheduled track, the student must prevent deactivation by applying for an extension in writing to the Board of Directors stating:

1. where the student is in the dissertation process,
2. what documents (Proposal, Draft, Advisor Con-

tracts, et al) have been accepted,

3. an estimated date of completion.

Failure to pay the monthly writing recess fee precludes consultation with advisors, participation in writing forums and library access.

Writing Recess Fee: **\$100.00 per month.**

## **FACULTY & STUDENT COMMON ISSUES**

### **ACADEMIC FREEDOM**

**INTENT.** The Board believes that the existence and progress of a democratic society demands that there be freedom of instructing the curriculum as approved by the Board and freedom of learning in educational institutions. This Board accepts as one of its major responsibilities the protection of these freedoms for learners and faculty.

The Board has the responsibility to ensure that the institution fulfills its obligations to society. The obligation requires that the Board cooperate with educational personnel and with the community in a judicious and open-minded manner in policies and decisions for the preservation of that freedom.

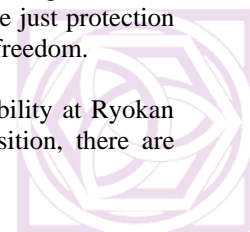
The proper role of the Board requires providing all possible support within the law to the faculty and other staff members who are striving to maintain a climate of intellectual freedom in the institution.

**CRITERIA.** The Board shall use these criteria in judging matters of academic freedom:

1. The welfare of learners, one and all, now and in the future.
2. The maturity of the learners.
3. The standards and beliefs of citizens of the community.
4. The security of faculty, staff and other employees.
5. The legal ramifications of the problem/issue.
6. Informed opinion in policy statements available from professional organizations seeking to uphold academic freedom.

The Board will concern itself with the maintenance of fair hearing and appeal procedures, in a case of alleged offense. The Board will collaborate with the governmental structure and other agencies to ensure just protection of the responsible exercise of academic freedom.

We are aware that your major responsibility at Ryokan is teaching. However, as with any position, there are



always unwritten obligations that go with the territory. In this case, though, we've found it necessary to put them in writing as a reminder.

### **BREAKS DURING CLASS**

Breaks during class time are inclusive of class time and can be decided by faculty. The length of class time is the assigned length of teaching: a 2.5 or 3 hour class has one 15 minute break; an 8 hour class has two 15 minute breaks and one 30 minute break for lunch.

### **CLASSROOM CONFIGURATION**

It is O.K. to change the configuration of the furniture in the classroom to accommodate your academic objectives. However, it is expected that at the conclusion of your class, you return the tables and chairs to their original placement.

### **CLINICAL CASE STUDY DISSERTATION ADVISOR**

The Clinical Case Study Dissertation Advisor supervises the preparation, development and writing of the Clinical Case Study Dissertation. The Advisor and PsyD student will need two characteristics for a successful project:

- (1) an ability to communicate is HUGELY beneficial because advisor and student spend a minimum of 5 hours in consultation—sharing
- (2) an expertise or interest in method of treatment.

The Clinical Case Study Dissertation, a serious professional undertaking, demonstrates well-defined skills in the presentation of a clinical case for review, as well as the ability to formulate a diagnosis, to articulate diagnostic skills and to implement a treatment plan. Whether the Clinical Case summary relates to a portion of the treatment or the entire treatment is left to the discretion of the student and the Dissertation Advisor.

A list of Advisors can be found in the **Clinical Case Study Dissertation Guideline Booklet's** Appendix. This packet is available online or can be sent upon request.

By the end of the first academic year in the Psy.D. Program, students are expected to submit the Clinical Case Contract Form to the Administration. This form identifies the Advisor and indicates agreement on the selection of an appropriate case. Therefore, the advisor will have met with the student at least once prior to the submission of this form. The advisor and the student establish meeting times that are mutually agreeable and may also confer by telephone, as well.

The student is required to complete the Case Study Proposal and submit the final copy, with the Advisor's signature of approval, by the end of the enrollment term.

The proposal must be approved in order for the student to participate in graduation ceremonies.

The advisor is required to submit a written evaluation to assess the student's progress and final outcome of the student's work.

*The College cannot issue a student's degree or transcript until all evaluations have been submitted by the faculty.*

### **CLINICAL TECHNIQUES INSTRUCTORS**

Clinical Technique Instructors conduct clinical training sessions in two month increments at the College, according to the schedule to which they have committed. Clinical Techniques meets for a minimum of two and one-half hours (2 ½) per week during each session. At the end of each Clinical Technique course, the Instructor submits an evaluation of the performance of each student in the class. The evaluations should be OBJECTIVE and follow the guidelines issued with the evaluation forms.

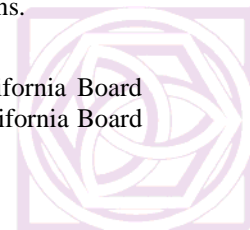
Students engage in twelve (12) months of Clinical Techniques divided into two month segments taught by a clinician teaching a different modality. In this way, a broad theoretical perspective is achieved, exposing students to a variety of instructors and varied concepts in psychological theory and practice.

Although the College does not require roll to be taken or attendance to be reported, the faculty member might want to do this informally in order to write a more substantial evaluation at the end of the learning activity. Awareness of the student's attendance, as well as their class participation in the class will make the evaluation process more accurate.

### **DUAL RELATIONSHIPS (applies to faculty)**

The administration researched the issue of dual relationships in an attempt to create school policy that will alleviate questions of conflict and controversy that frequently exist in an academic environment. Toward this end, we have:

- reviewed the Ethical Principles established by A.P.A.
- reviewed the Ethical Principles established by CAMFT.
- reviewed existing law and regulations.
- consulted with attorneys.
- attended meetings of both the California Board of Behavioral Sciences and the California Board



of Psychology Board that focused upon the establishment, in law, of ethical standards.

As a result of these efforts, we have created a set of ethical canons which have become the policy of the College in maintaining professionalism and ethical conduct expected of present and future members of the profession. In basic terms, we ask that M.F.T.s, L.C.S.W.s and Psychologists make every effort to avoid dual relationships that might impair their professional judgment and/or increase the risk of exploitation. Thus we ask you to abide by the following:

- 1) Faculty members will not enter into a therapist/client relationship with a student who will be taking classes with that teacher/therapist. *(When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)*
- 2) Faculty members will not enter into a supervisor/supervisee relationship with a student/trainee who will be participating in classes with that teacher. *(When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)*
- 3) Faculty members will not become socially active with students, enter into business relationships with students, cohabit with students, or maintain any type of personal relationship with a student who will be participating in classes with that teacher. *(When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)*
- 4) No intimate, romantic or sexual relationship should be entered at any time between teacher and student while at Ryokan. NO CONTACT socially or sexually, etc., until AFTER the student has graduated.

We remind you that a Dual Relationship exists when a faculty member has a relationship with a student in addition to, or outside of, the primary relationship of providing professional academic services. Involvement in such Dual Relationships constitutes unprofessional conduct and could be grounds for suspension and/or termination.

Any and all infractions of the above policy will first result in a consultation with the Department Chair, Dr. A. Scott Greer. If the matter cannot become resolved, over a reasonable period of time, an Ad Hoc Ethics Committee will convene consisting of the Chair, a College Administrator, and two members of the Core Faculty, to review the grievance and resolve the problem.

#### **HOUSEKEEPING RESPONSIBILITIES (for on campus seminars or rented classrooms)**

1. If you are the last teacher to leave, please check the classrooms for neatness and safety (all students have left).
2. Please be sure to erase the boards at the end of class. This is a courtesy to the next teacher. These boards remain permanently stained if the ink is left on too long.
3. Please remind students to clean up all food and paper goods.

We appreciate your cooperation and assistance. If you have any questions, don't hesitate to ask.

#### **OFF SITE CLASSES**

All classes are to be held on our "campus". No classes may be held off site. Any field trips to distant learning sites must have prior permission from the Administration.

- Live Class,
- Message Board
- Email communication.

Online instructors must realize that without using multiple avenues available on the educational platform the course becomes a correspondence course or a shallow rendition of courses taught in residential programs.

